

1989

# Partnerships for Community Developments

Sally Habana-Hafner

Horace B. Reed

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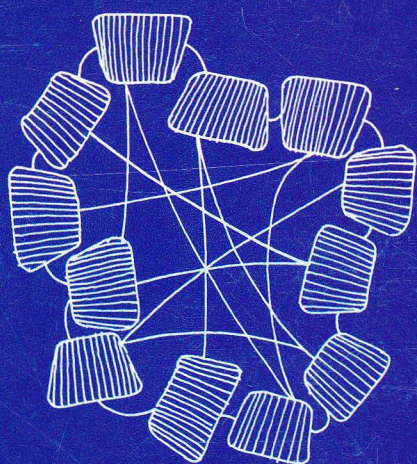
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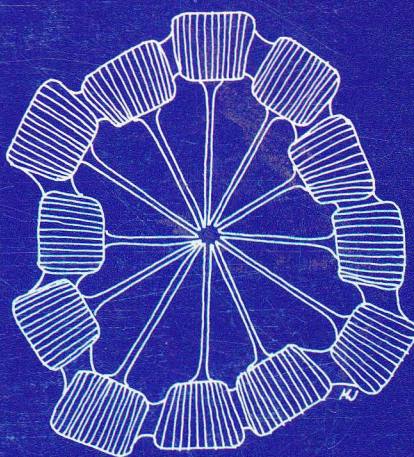
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# Partnerships for Community Development

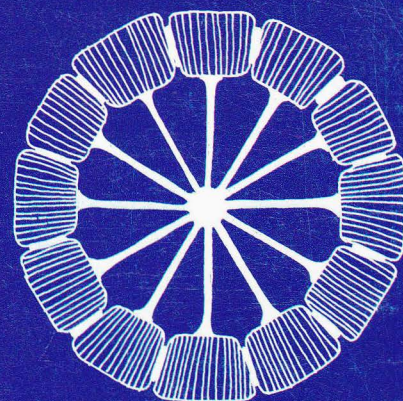
## Resources for Practitioners and Trainers



networks



coordination



collaboration

**Sally Habana-Hafner  
Horace B. Reed  
& Associates**

# **Partnerships for Community Development**

## **Resources for Practitioners and Trainers**

By

Sally Habana-Hafner

Horace B. Reed

& Associates

ISBN 0-934210-11-X

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Partnerships for Community Development  
Resources for Practitioners and Trainers

*dedicated to Horace B. Reed, an educator*

Horace B. Reed

& Associates

ISBN 0-89210-11-X

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## A Preface

*Horace B. Reed died of cancer just as this manual was going to press. It is fitting that it be his last published work, for it embodies three central themes that were at the core of both his personal and professional life: a belief in nonviolent social change, a commitment to community, and a dedication to education as a force for personal and social empowerment.*

*As a young man during World War II, Horace was a conscientious objector, a highly unpopular stance in those years. His profound opposition to violence was a lifelong characteristic. Yet he believed just as strongly in the need for social change, particularly for that change which would empower the disenfranchised. His professional interest and research on partnerships derived from a belief that only through organizations collaborating together could essential social change occur nonviolently.*

*Immediately after World War II, Horace and his former wife, Mary Jane, went to Celo, an intentional community in the North Carolina mountains. There their four children were born, and they explored the power of a close-knit community. Though they left Celo in the 1950's, Horace stayed active as a member of their Board for many years, and continued to explore the potential for community learning in his professional life. He worked in community development in numerous Asian nations, was a respected "gadfly" of the community education movement in this country, and devoted much of his work as a professor to such topics as lifelong learning, education for community development, and nonformal education.*

*As a teacher, Horace's primary role was to empower students to explore their own educational goals. I remember my surprise and delight when, as a new student, I discovered that he was genuinely interested in supporting my goals, not his goals, or the predetermined goals of the system. That interest and support remained the core of our relationship. It also led him to other unpopular stances: an opposition to letter grades and a belief in a student-directed educational program. He believed fully in the power and insight of the learning that adults derive from reflecting on their experiences.*

*This book is about partnerships which will foster community development, and it is for you, the practitioner. Horace would have believed in the hopes and dreams you have for your community; he also believed that your dreams will be more completely realized if you join together collaboratively with other organizations in your community. And most importantly he would believe in your ability to be a leader and a facilitator of the process. This book is a set of tools to help you in your journey.*

Good luck.



Betsy Lee Loughran  
Assistant Executive Director of the Center  
for Human Development, Springfield, MA

## Acknowledgements

The publication of the *Partnership for Community Development: Resources for Practitioners and Trainers* manual is the result of seven years of conducting research, offering workshops, providing consultation, and having extended dialogue among practitioners. The authors especially want to acknowledge the theory and strategy contributions over these years by Elizabeth Lee Loughran and Georganne Greene. A special thanks goes to Roberta Harro for her contribution in the early stage of manual development. The years of library and intensive field research on over 200 case studies on partnerships was made possible in part by the support of the U.S. Department of Education, the Massachusetts Department of Education, and the School of Education at the University of Massachusetts/Amherst. The professional staff, graduate research assistants, and workstudy students at the Center for Organizational and Community Development have been involved in all phases of the manual development from research to construction of varied manual components to final publication. Over the past three years, large members of doctoral students have used consecutive drafts of the manual in their own academic and professional careers, resulting in many constructive suggestions for modifications and additions. We have used modifications of material from two publications of our Center, titled *Planning for a Change* by Duane Dale and *Working Together* by Bob Biagi.

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## Introduction

Forming and operating partnerships among organizations is an exciting and potentially rewarding endeavor. Yet it can also be a formidable, even discouraging or frustrating enterprise. The track record for useful and successful across-organization relationships is poor. This manual is designed to provide specific skills for the initiation and management of partnerships. As the following chart illustrates, additional skills are needed in partnership settings, as compared to single organizational development.

How Partnerships Differ from Single Organizations	
Single Organizations	Partnerships
<ul style="list-style-type: none"><li>● more tightly regulated; less influenced by turbulence of larger environment</li><li>● steeper hierarchical leadership patterns</li><li>● negotiation skills more established</li><li>● clearer chain of command</li><li>● a more homogeneous organizational culture</li><li>● leadership has clear decision-making autonomy</li></ul>	<ul style="list-style-type: none"><li>● more loosely regulated boundary; more influenced by environmental turbulence</li><li>● flatter hierarchical leadership patterns</li><li>● negotiation more complex</li><li>● multiple leaders confuse the chain of command</li><li>● a more mixed culture of participating organizations</li><li>● representatives have confused autonomy over partnership decisions</li></ul>

We use the word partnership as a generic term to cover a wide range of across-organization relationships, such as network, collaboration, interorganizational relations, coordination, and coalition. Much of the material in the manual is also readily adaptable for highly complex, multidimensional single organizations where sub-units operate with considerable autonomy.

### About the Exercises

There are several exercises and sections in this manual which you might want to duplicate or rearrange to suit your needs. Whatever way you use the manual, we hope you will tailor it to suit your own purposes and learning style. All exercises in the manual have been formatted on single pages so that they can be duplicated easily. Exercises are denoted as such so that you will know they are optional as you read through each chapter. You may want to read through the entire manual first, before trying the exercises. On the other hand, you may find that the information in the manual has more relevance after doing the exercises.

### About the Use of He/She, His/Her Story, Etc.

Because of the inherent male bias in the current English language, we have chosen to use alternate words such as "s/he, his/her story, him/her", while trying to avoid the cumbersome problem of having to break up the flow of a sentence or trend of thought. We also ought to keep in mind that the "he's" and "she's" are of many different races, ethnic and religious background, ages, income levels, and abilities. We have been especially aware of those groups who are disenfranchised, disempowered, and disadvantaged in our present social and economic arrangements. For these people, we hope that the ideas and methods of this manual will be a step toward the elimination of economic disadvantage and social injustice.

## About the Use of the Manual

- Read it cover-to-cover.
- Read the parts that seem most relevant to your situation.
- Skip the reading and go straight to the sets of questions and the activities.
- Treat it as a guide for learning activities at home.

The following summary will help you decide which parts may be most useful to you and your partnership:

<b>User's Guide to this Manual</b>	
<b>If You Want To ...</b>	<b>Then Turn To ...</b>
Know the description of and reasons for partnerships ...	Overview of Partnerships Page 1
Use a guideline to understand the dynamics of partnerships ...	Providing a Framework Page 11
Explore the environmental influences critical to partnership formation ...	Preparation: Knowing Your Environment Page 23
Learn the initial step to construct a partnership identity ...	Stage 1: Negotiation and Problem-Clarification Page 39
Examine the crucial issues related to partnership development ...	Stage 2: Direction-Setting, Trust-Building, and Empowerment Page 53
Look at ways to properly maintain a partnership ...	Stage 3: Structure and Operation Page 87
Analyze the results of partnership activity ...	Assessment: Impact on the Environment Page 109

# Chapter I

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## Overview of Partnerships

### CONTENTS

- **What are Partnerships?**
- **Types of Partnerships**
- **Why Partnerships?**

Today our communities are faced with complex problems that affect everyone. Poverty, pollution, crime, scarce resources, drug abuse, disease, and illiteracy are only a few of the issues that citizens, groups, and organizations are concerned about. The search for viable solutions to these problems has led many organizations to work together in partnerships.

As partnerships are becoming increasingly popular, there is a need to know and understand their dynamics. Whether you are experienced or a novice in partnerships, going back to the basics is a good start in understanding your role and participation. In this chapter, an overview of partnerships provides:

- a brief general description of partnerships
- differing types of partnerships
- varied reasons for forming and developing partnerships

## What are Partnerships?

Picture two or many organizations working together on a problem. The partnership formed by these organizations exists somewhat separately from the member organizations. Creation of this new entity, "the partnership", can result in differing types of relationships among the member organizations.

Partnerships are constructed for joint problem-solving, resource exchange, cooperation, coordination, coalition-building, etc. Participating organizations of partnerships operate on common ground based on collective goals, new decision rules, shared tasks, and joint actions. Informal or formal agreements are usually drawn. A commitment of resources is required from individual organizations. The relationship among them can be temporary or permanent, depending on how it evolves. Member organizations are likely to lose some degree of autonomy as relations intensify and become more formal. In the next section, the characteristics of three differing types of partnerships are described.

# Types of Partnerships

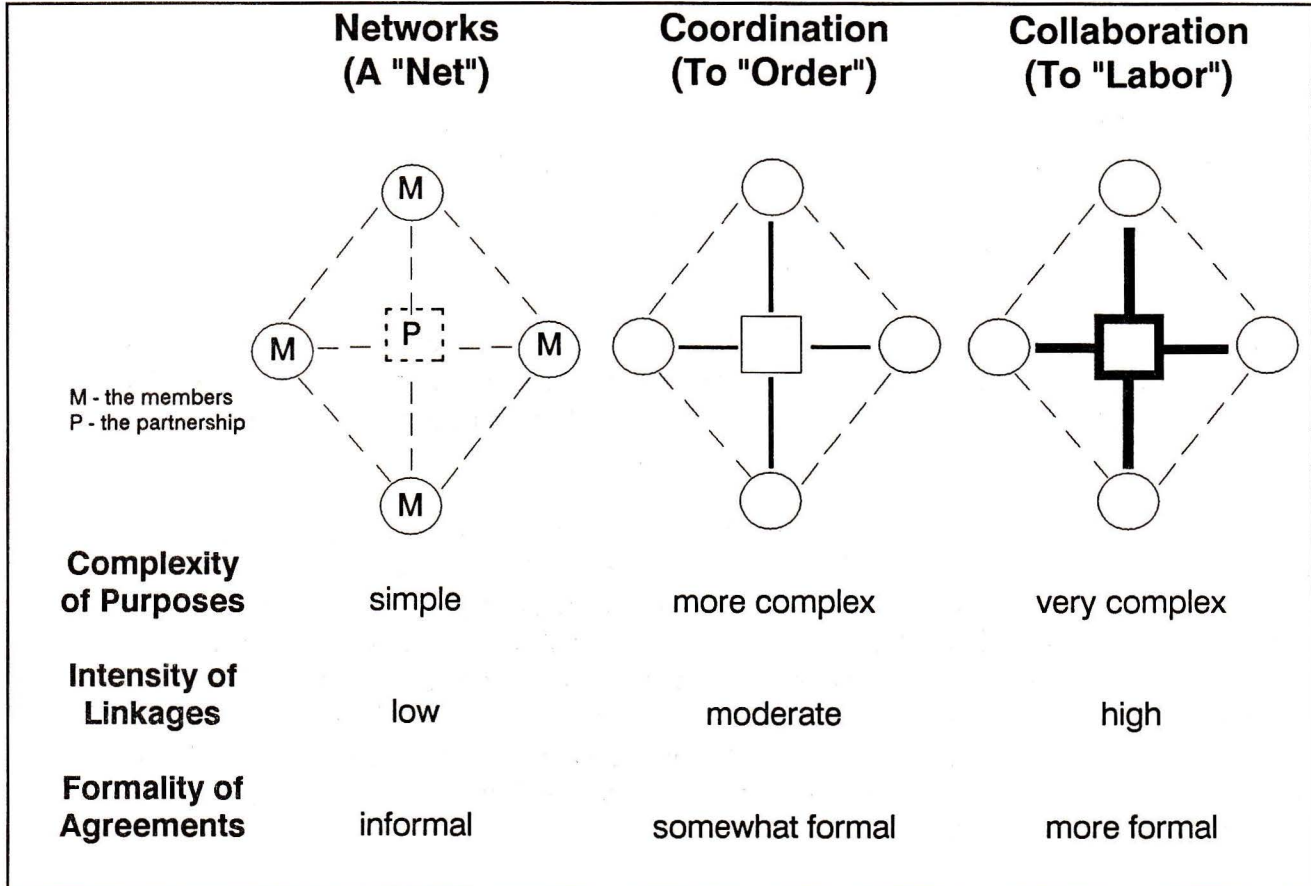
When we join an organization, we want to know what type it is, whether it is public or private, large or small, for-profit or non-profit, etc. As with single organizations, partnerships can be of different types. It is useful to know which type you want to develop or you belong to. No one type is better than the others. Each can be useful and appropriate, depending upon the purposes.

Three types of partnerships include networks, coordination, and collaboration. Each type is different because of the interaction of member organizations, the partnership's purposes and operations, and the resulting agreements. They can be viewed as points on a continuum with varying differences in their:

**Complexity of Purposes** - There is a gradation of complexity in the purposes of partnerships from simple information-sharing to complicated, joint problem-solving of purposes and operations.

**Intensity of Linkages** - The degree to which organizations are linked together in their working relations are articulated and influenced by the common goals, the decision rules, the shared tasks, and the resources committed.

**Formality of Agreements** - The degree of formality among the participating organizations concerns rules and agreements on operating structures, policies, and procedures.



## Type 1: Networks

Organizations working together with quite loose linkages are called **networks** (as in "a net"). The partnership purpose is mainly to exchange information. Members can join or disconnect with relative ease, without greatly affecting the partnership's existence. Process and structural patterns of the network are very informal. Member organizations give up almost none of their separate autonomy to form the network. Resource-sharing is largely in ideas, news, reports, messages, etc. Coalitions may be an example of this type of partnership. It is difficult to "see" this network entity for it may require no separate physical space, such as an office or a building. An organization can be a member of many different networks without major commitments of its resources.

**Example:** *The Community Education (CE) movement in the 50 states has a large network of state education department CE bureaus, university CE centers, and other relevant national organizations. Individuals representing these varied organizations exchange information and help each other by sharing ideas for ways to enhance the CE movement. Communication is through an annual conference, publications, and a computer network. The latter allows individuals to "talk" to another individual privately and to submit items for general dialogue, including opportunities for immediate responses. The CE Network operates through informal*

*understandings. Membership requires almost no loss of each organization's autonomy. Relationships among the members are of low intensity. The adding or dropping of a member organization makes no major impact on the existence of the Network. The Network is partly funded by a private foundation. It is likely that this low intensity partnership would not continue in its present form if funding stopped. More intense relationships have developed among segments of the total Network. Operating independently of the Network, these spin-off partnerships have evolved into coordination or collaboration.*



## Type 2: Coordination

Organizations working together that have more closely linked connections are seen as a **coordination** (as in "to order"). The purpose involves tasks that require resources beyond information-sharing. Membership is more stable, with considerable attention given to who joins and what happens if a member organization leaves. Process and structural patterns of the coordination are more formal, either verbal or written. Each separate member has to agree to some loss of autonomy, with possible resulting effects on each member's internal patterns. Resource commitments involve some level of each member's assets.... time, personnel, funds, or facilities. It is easier to "see" this type of partnership since its tasks or activities require more tangible processes and structures.

**Example:** *In a large city on the Eastern Seaboard, ten independent Neighborhood Centers have been meeting together for several years. They first formed a networking type partnership called the Neighborhood Center Partnership (NCP). A few years ago, the NCP decided to move beyond just sharing information. They developed operating structures to make it possible for them to act jointly in their fundraising activities. They also began to work more closely together in their outreach programs serving the disenfranchised neighborhood population. The NCP now has the "ordered" characteristics of a coordination-type partnership. While no formal agreements have been developed, there are fairly regular meetings, at which representatives can establish ongoing oral agreements. Their purposes are more involved,*

*going well beyond information- and idea-sharing. By establishing operating arrangements concerning which city areas to target and which services each center provides, they are able to reduce duplication and overlap. When a client needs services such as legal advice, food stamps, or housing leads, a given center can now refer the client to an adjacent center. Membership is a more complicated process, with NCP being affected by either the inclusion of a new member or the departure of a member. What has been especially difficult for its development from a network to coordination was the loss of some degree of autonomy by each of the member organizations. However, the loss in autonomy was offset by the greater gains in better coordination in fund raising, service to clients, and increased political influence in the city.*

### Type 3: Collaboration

Member organizations in partnership **collaborations** are strongly linked (as in "to labor"). The purpose is specific, often complex, and long range. Membership is very stable; adding or dropping members becomes a major issue and could result in significant changes in the partnership, perhaps even its failure. Process and structural patterns of the collaboration are almost always expressed in writing, oftentimes as legal documents. Each member organization delegates considerable autonomy to the collaboration, with member representatives acting in the partnership with significant decision-making powers. Effects on each member organization's internal operations can be significant. The commitment of resources to this partnership can be quite heavy, requiring careful study before each organization decides to participate. A collaboration can be highly visible to others in the community or region, and may even be more noticeable than any of the individual member organizations.

**Example:** *Serious housing shortages and depressed conditions in a Southwestern city severely affected its Latino population. The situation has prompted three different Community Development Corporations (CDCs) to form a partnership to address the problem. These CDCs are a local Latino-oriented organization, a regional CDC, and a non-profit consulting agency. The partnership has developed into a highly focused, intense relationship with organizational representatives "laboring" together to form a collaborative. Its purpose is to increase the housing pool for low-to moderate-income Latinos of the city. Together the three CDC members drew a plan to achieve their objective. Their plan includes assessing housing needs, environmental resources, and economic constraints; developing work plans for rehabilita-*

*tion; establishing loan funds; overseeing new construction; and managing completed housing projects. With these activities, the organizational representatives are intensely involved in a face-to-face relationship. To make the complex decisions concerning the various collaborative tasks, each member organization has given its representative considerable autonomy. Legal documents were negotiated to set guidelines for the partnership's purposes, structures, processes, and membership and to protect all parties concerned. Thus, any modifications or changes in the guidelines would affect the present configuration of the partnership. With its current status, the partnership has, to a considerable extent, taken on a highly visible life of its own.*

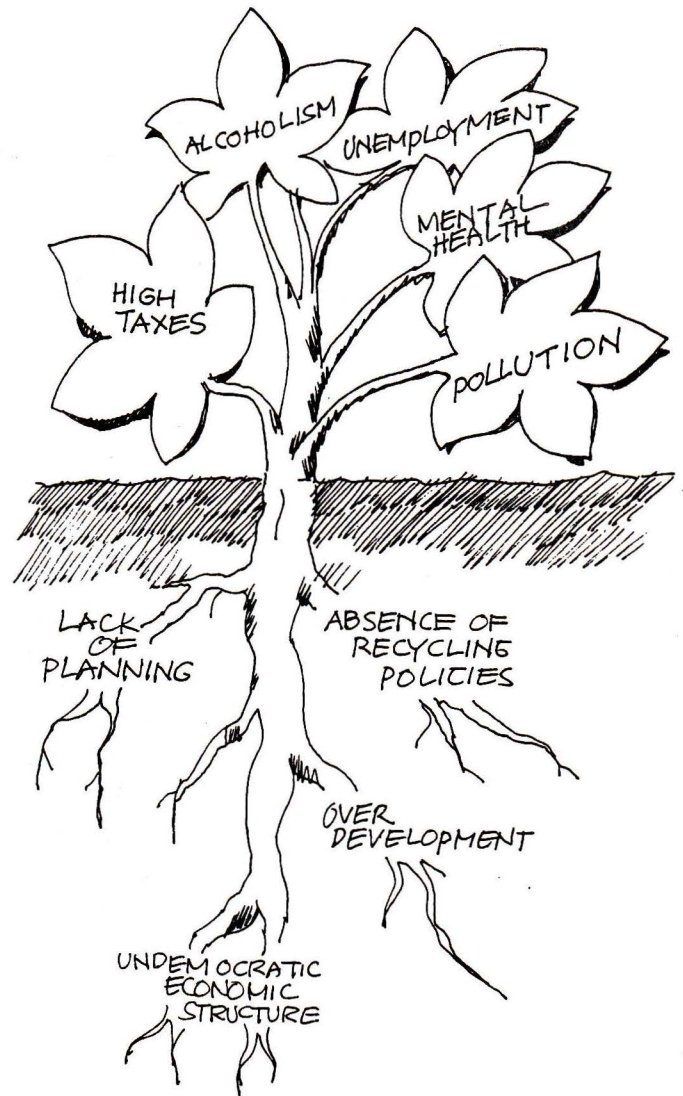
# Why Partnerships?

We form single organizations in our communities and regions in response to needs for particular services or products. Similarly, partnerships are formed for compelling needs that prompt organizations or communities to work together. They construct partnerships for both internal and external reasons. Some are internally motivated to be more effective or to be more challenged; some are motivated by outside influences or pressures; and some reflect both types of reasons.

## Reason 1: Complex Community Problems

No single organization has the resources or the capabilities to solve complex community problems. Many problems such as unemployment, inadequate housing, drug abuse, environmental pollution, and others can only be successfully addressed through several organizations working together in partnership. The more organizations are involved, the more resources are available, and the more people are represented. In finding that they have similar problems and mutual needs, organizations recognize that working together will help them address their problems and meet their needs better than working alone.

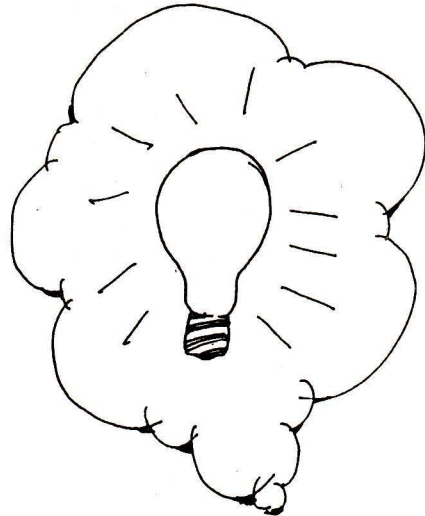
**Example:** A community becomes aware that their landfill facility will soon need to be closed down. As its leaders explore the issue with six other communities, they find that they are faced with the same problem. They decide to start planning for possible joint solutions.



## Reason 2: Old Problems Need Fresh Solutions

The contributions of differing organizations can provide new perspectives and new ways of looking at persisting problems. Broadening the perspective on problems creates more chances to find better solutions. This offers a more integrative approach to community problem-solving.

**Example:** *Local environmentalists and industrialists discuss their views on the pollution of rivers. They discuss how each group can understand their respective position and develop a plan to eliminate or minimize the problem.*



## Reason 3: Mandates From Funders

Federal, state, and private funding sources emphasize cooperation and collaboration among service providers. More often than not, the partnership approach is being mandated by funders. They realize that with dwindling resources available, strong interorganizational relations eliminate duplication of efforts and maximize the use of existing resources. They view partnerships not only as a means for increasing the quality of service, but as a way to improve efficiency.

**Example:** *A state department of human services requires various service providers to work more closely together to serve their clients. To serve deinstitutionalized patients, a mental health agency is required to have formal connections with a community health center, a medical center, the housing authority, and the local government.*



#### **Reason 4: Personal Desire For New Relationships**

Individuals in some community-based organizations may want to build friendships outside their own setting, using their varied workplaces as the context for getting together. What usually starts as personal relations may develop into professional networks which can be very rewarding and useful.

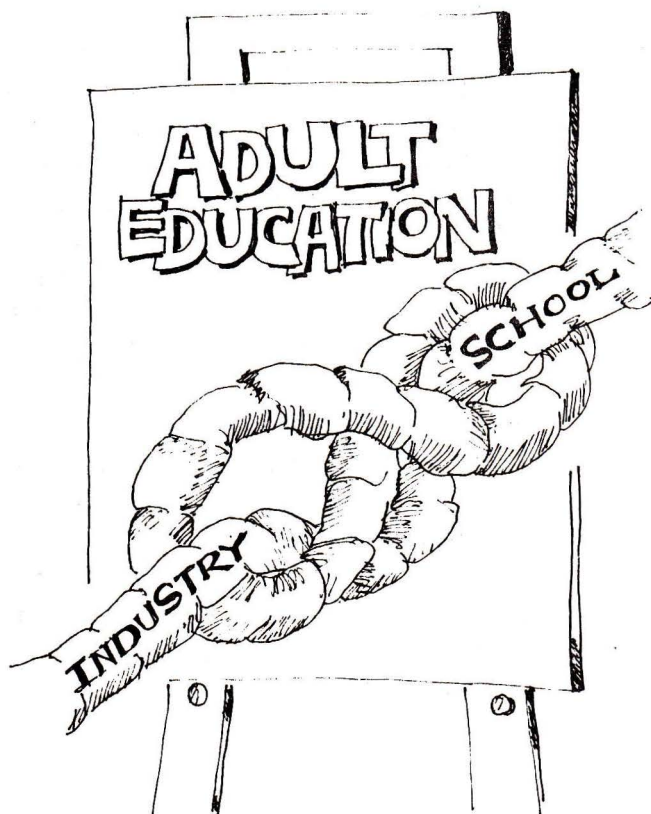
**Example:** *A director of a senior center has regular luncheons with a friend who heads a home-care corporation. After several of these meetings, they realized that they shared similar problems and experiences in their jobs. They subsequently asked other practitioners concerned with the elderly to join them for monthly luncheons.*



#### **Reason 5: Public Relations Strategies**

Private industries need a positive public image. As part of their public relations strategy, some industries enter into partnerships with community-based organizations, and thus are seen as being socially responsible. By having this image, they gain credibility from consumers and cooperation from communities. Private-public partnerships are increasingly becoming a common phenomenon.

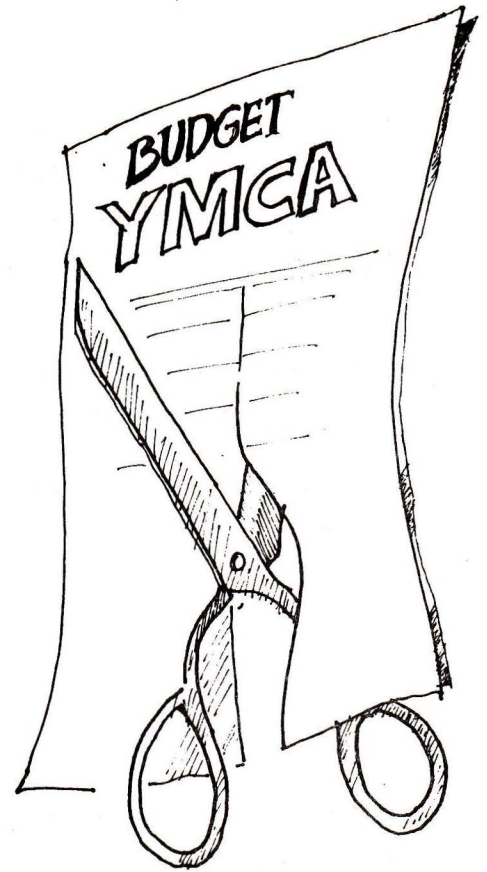
**Example:** *A local industry in the community has plans to expand its facilities. It wants to insure favorable reactions from the community. It develops a partnership with the local school system to fund an adult education program which then generates media coverage and favorable public opinion.*



## Reason 6: Reduction In Resource Allocations

Many organizations suffer from lack of resources to carry out their programs. The programs of public agencies are often eliminated or reduced because of cuts in the federal and state budgets and the decreased assets experienced by foundations. Every year, public and private organizations are challenged by new funding realities and search for viable alternatives. Organizations can economize by sharing the costs of programs.

**Example:** *Foundation support for a YMCA Youth Project is cut in half due to losses in the stock market. The YMCA contacts two other youth-oriented organizations and explores resource- and service-sharing for their clientele.*



## Reason 7: Social, Economic, and Political Agendas

Groups and organizations committed to bringing about social change build coalitions to strengthen and broaden their support and base. These coalitions are motivated to take action to change the social, economic, or political structures of society toward a vision of a better world.

**Example:** *The international threat of a nuclear war energizes widely varied interest groups to establish mutual contacts and share information. Several public and private organizations establish a coalition to support state and national legislation to control the arms race.*



## Discussion Questions

Relating to your own experience, identify the type(s) of partnership and the reasons behind the partnership that seem most familiar to you. Let these questions guide you in thinking of your past or present experiences:

- Which type of partnership (networking, coordination, collaboration) resembles the one that you are currently involved in or have been involved in?
- Which of the reasons that we have listed motivated you and others to form a partnership?
- Do you have any other reasons for forming a partnership that are not included among the ones we have listed?

We hope that you now have a fuller understanding of what partnerships are so we can move on to a more practical approach to forming partnerships. When forming a partnership, you and other representatives of member organizations are creating a new entity. This entity will develop a life of its own, as well as be dependent on the member organizations. Construction, maintenance, and continued development of your new partnership will require skills beyond those you have used in the internal operations of your own organization.

The map or framework presented in the next chapter provides a "bird's eye view" of partnership formation and maintenance. Attention is called to the interactions of your partnership with its larger environment. The framework includes two broad goals of all partnerships and the three stages of development and evolution.

# Chapter II

---

## Providing a Framework

### CONTENTS

- The Framework
- Goals of Partnerships
- The External Environment
- Stages of Development

Some partnerships soar, some never get off the ground, and some crash and burn for a variety of reasons. The dynamics of partnerships are difficult to understand and manage. Our experience, research, and involvement in partnerships of varying types have taught us ways to diagnose some of these difficulties. Using this knowledge, we developed a map or framework to help understand the dynamics of partnerships.

By a framework, we mean a way of representing and picturing a set of guidelines for working among organizations in partnerships. A framework puts together interrelated parts of partnership formation and maintenance. The framework we present in this section will:

- provide broad guidelines in order to analyze and improve current partnerships;
- give pointers for the formation of new partnerships; and
- help diagnose and intervene in existing partnerships that are experiencing problems.

## The Framework

The broad guidelines for working in partnership settings involve both abstract and concrete issues and characteristics. The more abstract issues to be addressed include:

- goals of developing identity and of doing productive work, and
- relationship with the external environment.

The more concrete issues to be addressed are the three stages of partnership development:

- negotiation and problem-clarification;
- direction-setting and empowerment; and
- structure and operation.

These two perspectives of the framework are analogous to picturing the forest and the trees. The more abstract picture of a partnership's development provides broad perspectives in terms of identity, productive work, and the external environment. The more concrete view focuses on detailed construction of a partnership's three stages. In the following sections of this chapter, we will provide brief descriptions of both of these interrelated framework perspectives: first, the more abstract issues and second, the more concrete components.

## Goals of Partnerships

Whether consulting for or participating in a partnership-setting, there are advantages to having a bird's eye view of the forest, the identity goal, the productive work goal, and the larger environment. This perspective is not intended to provide specific guidelines for developing and maintaining partnerships. The broad view does offer a way to prepare for the three stages within a larger framework.

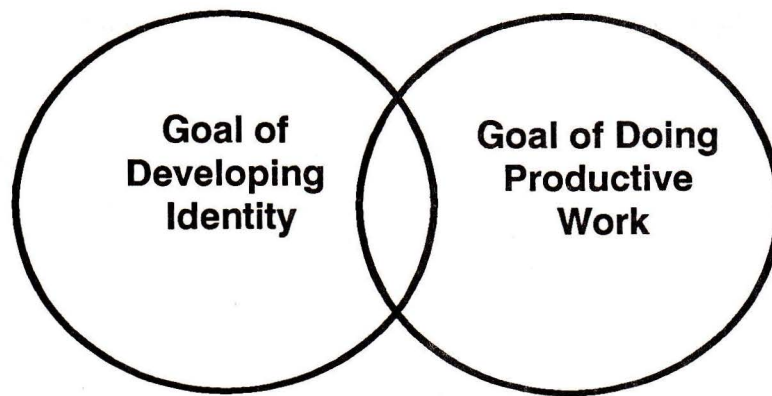
Single organizations are also involved with these abstract issues, but usually do not need to consciously pay attention to them. Over long periods of time, during large segments of the single organization's his/her story, it unconsciously "learns" how to create the sense of identity, how to accomplish productive work, and how to respond to the external environment.

Partnerships are usually formed over much shorter time spans. Member organizations have little or no shared his/her story of working together. Thus, these abstract issues may call for a conscious application of somewhat unfamiliar approaches and skills.

The framework explains the dynamics of a partnership in the context of its external environment and the overlapping relationship between the two goals of developing identity and

doing productive work. The partnership's relationship to the external environment is pervasive and significant at all points in its development. This interaction influences the partnership as attention is paid to the implications of the two goals. As a partnership develops, the goals of identity and of productive work need to be addressed with increasing specificity. A partnership is more likely to be successful if each of these issues receives attention and is consciously addressed.

Who are we? What are we about? What do we do? How do we function? A developing partnership is confronted by these familiar questions. The framework defines these as underlying questions of meanings: **the goal of developing identity and the goal of doing productive work.** Accomplishing these two overarching goals in partnerships illustrates the need to clarify how this new "thing", the partnership, will look in the context of and relate to the external environment. Our experience suggests that the two goals are sequential, and that sufficient attention to defining *identity* is prerequisite to working out successful *productive work* by which the partnership can function to reach its objectives.



### **Goal of Developing Identity**

When organizations form a partnership, they are creating a new organization with an identity that is in varying degrees independent of the member organizations. Identity is more than articulating the dimensions of a problem or deciding who is involved in the partnership. It is *the shared sense of meaning* and *his/her story* that provides the partnership with an integrated and consistent sense of itself. It is also closely related to the broad purposes of a partnership. The partnership's "sense of itself" is larger than the sum of its tasks and is fully developed through the integration of these components.

In the early development of a partnership's sense of identity, his/her story may have a cognitive tone. As the shared meanings increase over time, his/her story also takes on a feeling or emotive tone. Some degree of shared meaning should be constructed among the organizational members before very complex and difficult tasks are attempted. Doing tasks together greatly enhances the sense of identity. Thus, early in the his/her story of the partnership, it is useful to carry out fairly simple tasks that can be quickly and successfully accomplished.

### **Goal of Doing Productive Work**

For a partnership to achieve the goal of productive work, there must be a melding of purposes, structures, and processes. This action-oriented emphasis in turn must reflect and inform the transcending qualities of the goal of identity development. If the partnership's sense of identity at later stages is still too weak or confused, productive work will reflect this through dysfunctional decisions about purposes, structures, and processes. And given the cyclical characteristics of partnership development, poorly constructed or mismatched purposes, structures, and processes will make identity building very difficult or impossible. Mismatch between identity and productive work can spell frustration and failure for a partnership.

Thus, in this more abstract component of the framework, there needs to be a close correspondence between the goal of developing identity and the goal of productive work. It is through attention to the framework's concrete three stages of partnership development, within the larger environmental context, that correspondence of these goals is achieved. The partnership will then have a strong likelihood of success in achieving its reasons for being.

# The External Environment

Many of the environmental forces that impact a partnership are local in nature; they are more obvious and potent. The influences of other forces arise at regional-state and national-international levels. The nature of the problem being addressed by the partnership determines which of these levels needs to be considered.

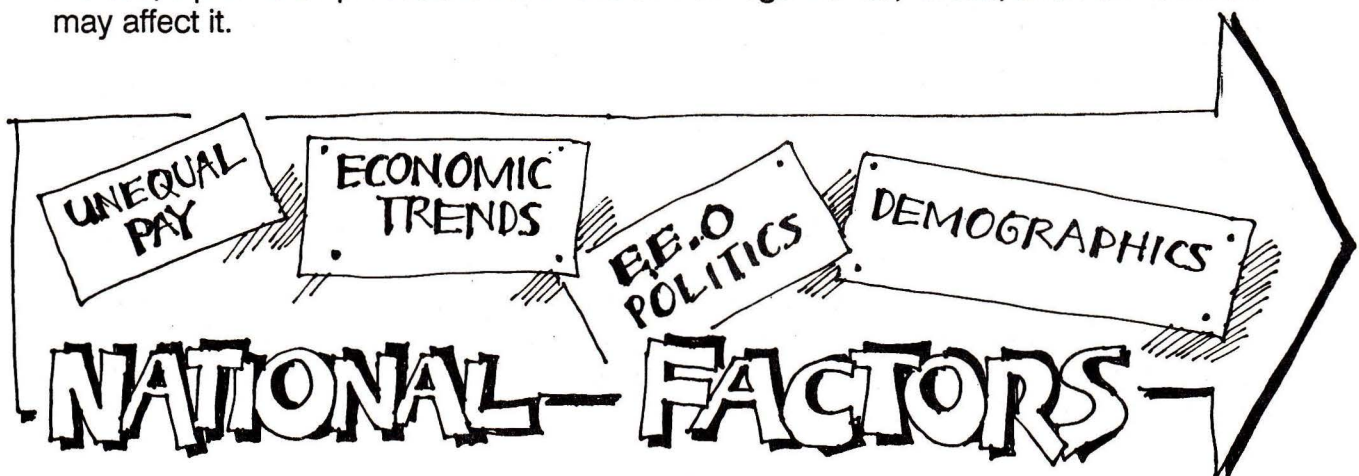
As mentioned earlier, partnerships generally get started by one or a few individuals motivated by internal or external reasons. Often they have concerns about a community or a regional problem such as unemployment, inade-

quate housing, drug abuse, etc. These concerns indicate that forces in the larger environment are either creating or perpetuating a problem. Someone recognizes that no single organization can adequately deal with the problem. Perhaps some have tried and failed, or no single organization alone has the power, connections or resources needed to be successful. The problem seems bigger or sometimes more turbulent than one organization can handle. This motivates two or more relevant organizations to try working together on possible solutions.

## Preparation: Knowing the Environment

The successful establishment of a partnership requires some initial groundwork. The focus of a potential partnership will inevitably turn to those forces in the larger environment which have maintained the problem. They include the people, organizations, events, and their interactions and resources. The relevant stakeholders, or those who are affected by an issue or influence its outcomes, must be an important unit of analysis. By identifying key forces and influences in the environment, an initiator will have insight into possible barriers for the partnership. Knowing the existing power relationships in a community will prepare for or perhaps avoid conflicts which usually plague most partnerships.

Of course, environment extends far beyond the local setting. Problems facing organizations at the local level may be reflecting state, national, or international forces. For example, a partnership organized around housing issues may be radically affected by sudden shifts in national priorities and policies. These influences in the larger environment are perhaps beyond the control of most community partnerships. Nevertheless, a partnership needs to be aware of the mega-trends, forces, and norms which may affect it.

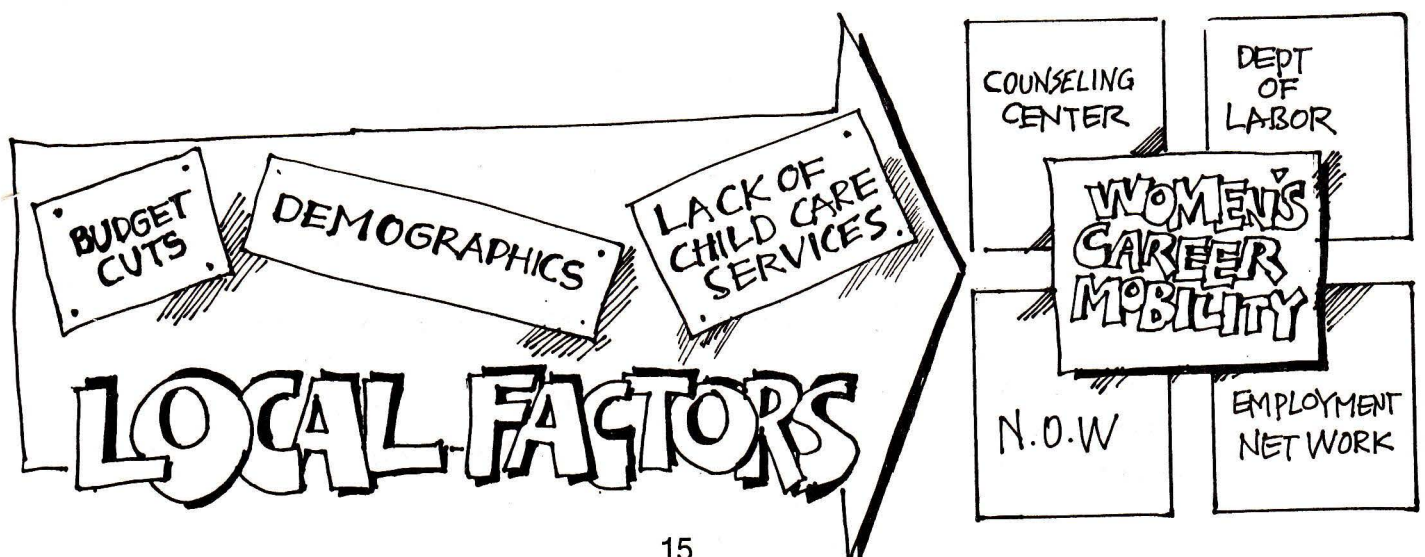


## Assessment: Impact on the Environment

A partnership's interaction with its environment is dynamic and persistent during its life cycle. At some point in this cycle, the partnership has to know to what extent its desired objectives have been achieved. The outcomes resulting from projects and activities may or may not have an impact on the problem being addressed in the environment. Therefore, a partnership's impact on the environment is the assessment of its performance relative to the accomplishment of its goals and objectives.

Partnerships are formed to address social or physical conditions in the external environment. Continued existence depends on how well the partnership adapts to a changing environment as well as what influences the members are trying to exert in the external environment. Pressures from the environment itself will demand that partnerships perform responsibly and effectively.

Finally, the forces of environment operate continuously throughout the life of a partnership and they are always in flux. Political, social, economic, or philosophical forces inevitably hold, help, squeeze, and influence the progress of a partnership at all its stages.



# The Framework's Abstract Concepts

## Developing Identity

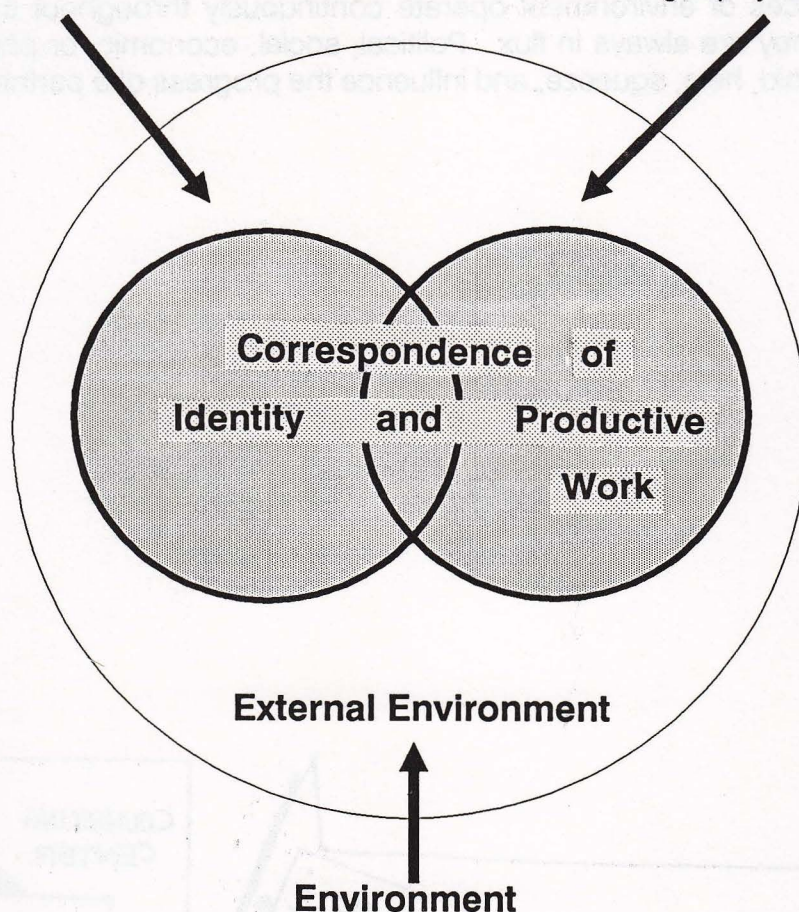
## Doing Productive Work

Who we are:

- membership
- common purpose or goals
- shared sense of meaning
- members' values and cultures
- interpersonal relations
- shared resources
- his/her story
- synergy

How we operate:

- power dynamics
- leadership styles
- decision-making
- communication
- policies and rules
- roles
- evaluation
- organizational structure
- group dynamics



What external influences:

- physical setting, demographics, size, etc.
- his/her story and traditions
- political situation
- economic conditions
- sources of power and leadership
- ethnic and other cultural diversity
- current social problems
- variety of organizations

## **Stages of Development**

Our experience has shown us that partnerships need to address a sequence of developmental tasks that have relevance at the various stages of their lives. Our framework identifies three stages of development as organizations work together in partnerships. The three stages describe the sequence of developmental tasks that have relevance at particular periods in the partnership's life, with power as an everpresent dynamic in each of the stages. We must recognize the existence of power and its negotiation and distribution as an underlying theme in partnerships.

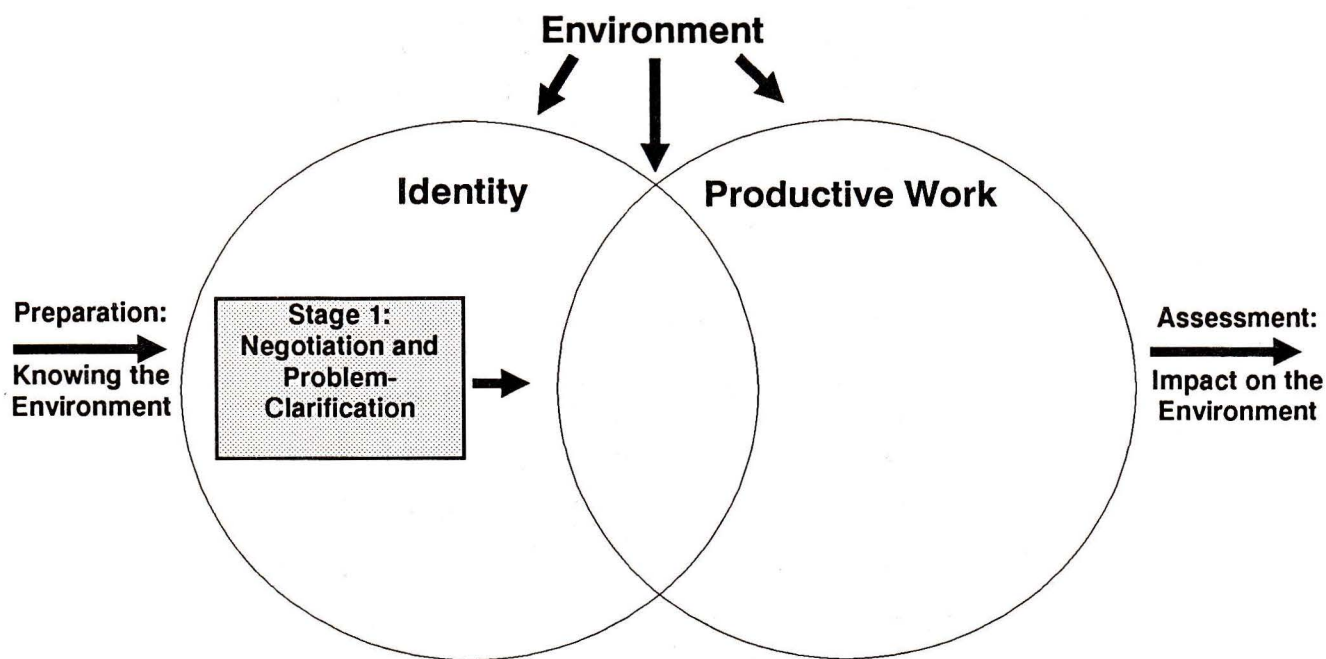
In this section, we will first introduce you to each of the stages and a checklist of questions to consider. The following chapters will focus in detail on each stage. They will identify issues in each stage and how those issues affect the development of your partnership. Some activities are suggested to help you explore specific concerns and issues. For now, we focus on the concrete components of the framework, presenting each stage of development.

## Stage I: Negotiation and Problem-Clarification

Negotiation and problem-clarification have to do with defining a problem that has some mutual importance to potential member organizations and identifying who those potential members are.

Many community problems are highly complex, and will be seen in differing ways by potential partnership

members. Part of the negotiation process involves clarification of these varied viewpoints, followed by "defuzzing" the ambiguity so all agree on what aspects of the problem to address, and on how "deep" to go as to the problem's causes. As these negotiations proceed, the need for continued negotiations concerning partnership membership becomes clearer.



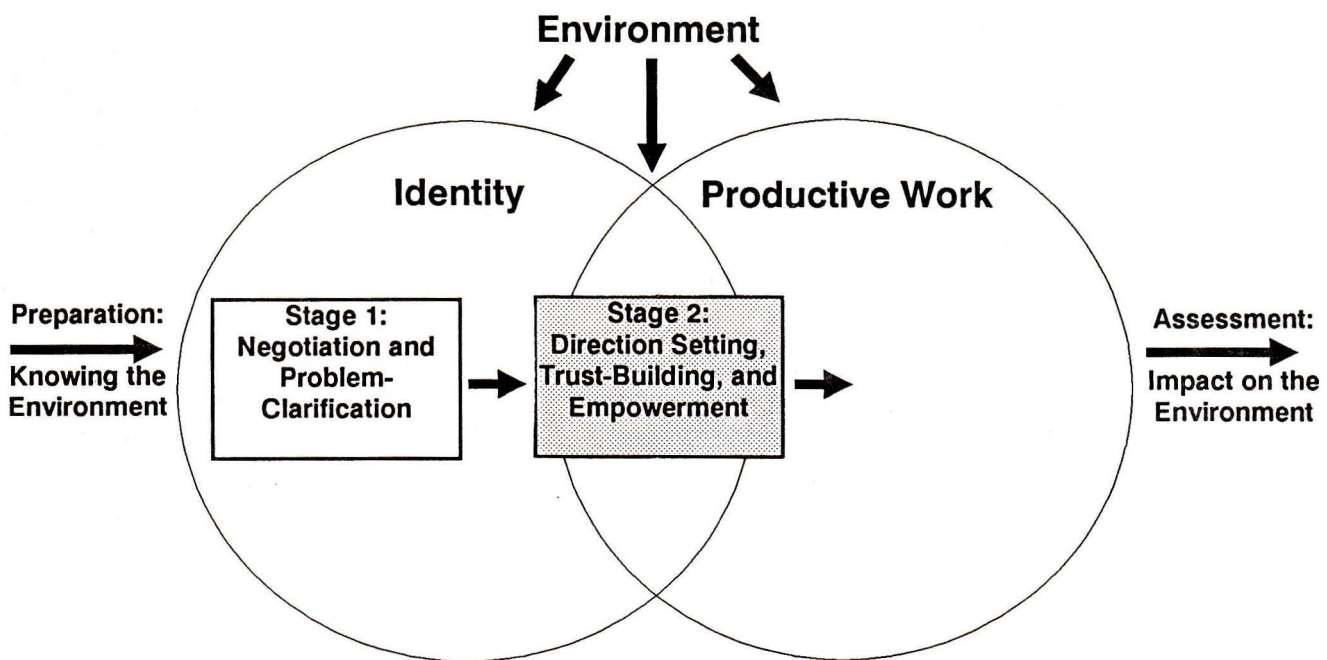
### Checklist:

- What are the dimensions of the problem?
- What aspects of the problem are to be addressed?
- How is it manifested itself in the lives of each of the potential members?
- Who has power and resources that may have impact on the problem?
- What ideological and other differences may need to be negotiated?
- How do potential members see each other and each other's organizations in relation to credibility, competence, experience?
- What is each potential member organization's self-interest in joining together?
- Who else should be included and why?
- What viewpoints and positions are/are not considered?
- What conflicts can you expect?
- How will you get started?

## Stage 2: Direction-Setting, Trust-Building, and Empowerment

Setting directions and empowerment are the second major set of tasks. At this point, the partnership's member organizations have agreed on who is included and have clarified the focal problem(s). This stage of development moves the partnership towards more precise objectives and possible activities designed to address the problem. As this stage is approached, the members must decide whether there are reasons for bailing out. As objectives become concrete and related tasks get defined, issues of "who is in charge here" often surface.

Given the tendency of organizations to cherish autonomy, steps toward joint endeavors frequently raise concerns over power and resources. The group often needs to address how it will make decisions, resolve or manage conflicts, share power/leadership, deal with differences, agree on boundaries and domains, all in ways that keep all the member organizations empowered and satisfied in the process. The partnership must attend to where it's going and how it will get there most smoothly.



### Checklist:

- What should we do based on who we are and what we agreed to address?
- How will leadership be arranged?
- How do we make decisions?
- Are we developing relationships that respect member organizations' boundaries and power bases?
- Have power differences been negotiated?
- Does the relationship among our members allow us to proceed as a group?
- What facilitates or hinders the development of our group?
- Have informal or formal agreements been considered?

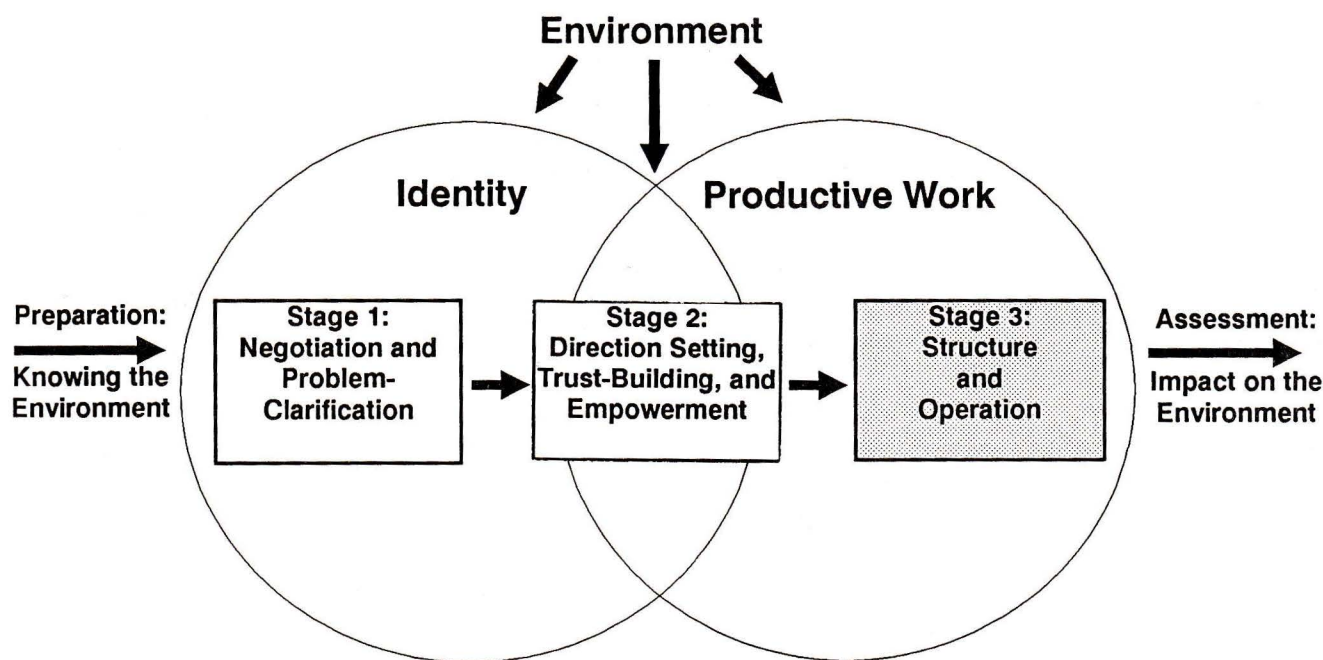
### Stage 3: Structure and Operation

Once the objectives, possible activities, and empowerment concerns have been agreed upon by the member organizations, the partnership can pay attention to organizing for project operations. These structural decisions need to match the partnership's purposes and its resources in order to be most effective.

It is at this stage that the partnership is truly a new organization with a life of its own and specific project tasks that relate to each of its objectives. It needs to address issues of staffing, resources, processes, policies, evaluation, and

others. These issues all relate to the concrete operations of the partnership, the specific doing of the job it set out to do.

Because of the interorganizational dynamics and the porous nature of partnership boundaries, the entire process of forming a partnership has undoubtedly created additional turbulence in the external environment. At this point, the existence of a new organization (the partnership), and the concrete effects of its functioning will inevitably directly influence the external environmental forces.



#### Checklist:

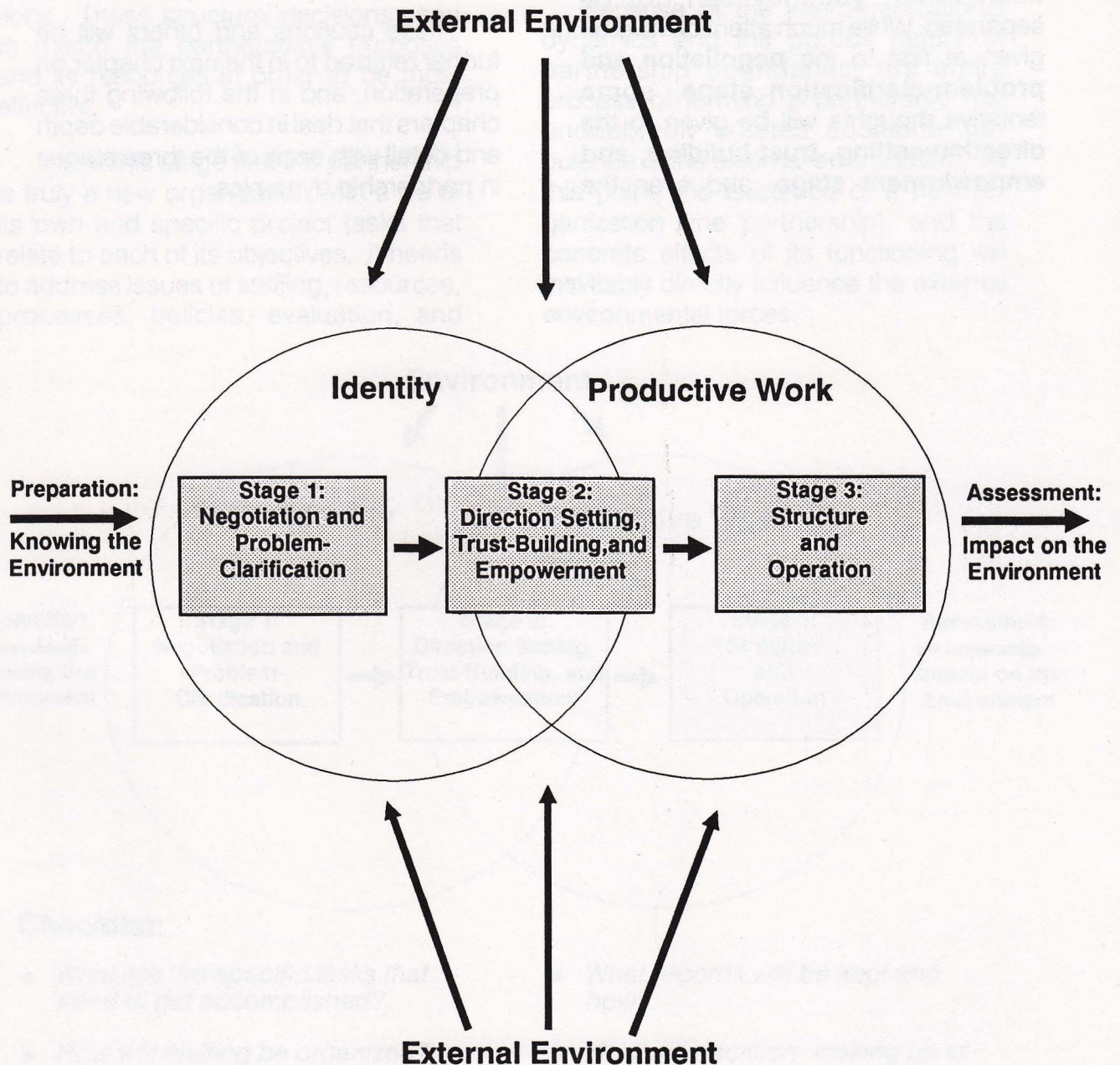
- What are the specific tasks that need to get accomplished?
- How will staffing be organized?
- What resources are needed to accomplish each task?
- Who will be responsible for each task?
- What communication channels will members use?
- What records will be kept and how?
- How will decision-making be arranged?
- Are agreements in place?
- How will assessments and revisions be accomplished?

While the framework is useful in picturing the dynamics of partnership development and operation, you should be aware of the differences between images and reality. For example, the three stages might seem distinct from each other, yet they can not be separated. While much attention may be given at first to the **negotiation and problem-clarification stage**, some tentative thoughts will be given to the **direction-setting, trust-building, and empowerment stage**, and even the

**structure and operation stage**. Once Stage 3 is established, it may be necessary to go back to stages one or two, even briefly, as changes inside the partnership arise and new environmental forces emerge.

These cautions and others will be further referred to in the next chapter on preparation, and in the following three chapters that deal in considerable depth and detail with each of the three stages in partnership dynamics.

# The Framework's Abstract and Concrete Components



# Chapter III

## Preparation: Knowing Your Environment

CONTENTS	EXERCISES
<ul style="list-style-type: none"><li>• Clarifying Broad Concerns</li><li>• Exploring the Environmental Influences</li><li>• Defining the Membership</li></ul>	<ul style="list-style-type: none"><li>III.1 Defining the Problem</li><li>III.2 Articulating the Problem</li><li>III.3 Mapping Out Your Community Environment</li><li>III.4 Identifying Key Individuals and Settings</li><li>III.5 Identifying Key Forces, Trends, and Norms</li><li>III.6 Getting the Right Organizations Involved</li></ul>

Environment can be described using many images: an energy field, community, habitat, climate, holding state, context, source of constant flux. A partnership not only affects its environment, but is shaped, changed, challenged, nourished, and reshaped as it moves to the rhythm of the environment. The more diverse the environment, the richer and more challenging the interaction becomes. Because the characteristics of an environment change on a daily basis, this interaction is a dynamic swirl of influences that creates and stifles, feeds and drains, and potentially provides resolutions and roadblocks to a wide variety of problems.

The knowledge of the environment is critical to the initial formation of a partnership. Often, partnerships are formed without learning about and understanding the influences of their immediate environment. Someone identifies situations in a particular environment that need to be addressed and decides to begin forming a partnership while little attention gets paid to related aspects of the environment. A partnership is in constant interaction with its environment throughout the three stages of its development.

This section will prepare you to form a partnership by finding out what are the environmental influences in your community. It will address these topics:

- **Clarifying Broad Concerns.** Potential partnership members need to share their varied perceptions and broad concerns so that they are clear and specific about the problem being addressed. As potential members share their perceptions and concerns, the characteristics of the problem, as jointly perceived, becomes more focused.
- **Exploring Environmental Influences.** The importance of the wider environment in which the partnership will function needs to be emphasized. Knowing the environment means understanding the issues confronted by the partnership as it develops.
- **Defining Membership.** A key aspect in developing a partnership's identity is its membership. Defining membership means selecting criteria and then identifying key organizations in the environment.

## Clarifying Broad Concerns

As an organization becomes aware of and concerned with a problem in the community, it searches for possible solutions. If it recognizes that it is unable to adequately address the problem alone, the organization seeks collaboration with other organizations. Many times, it has little or no prior experience with joint organizational efforts toward forming a partnership.

It is likely that a leader of a community or a director of an organization will say, "Let's get some people together to work on this problem." Often, the idea of "getting together" starts with broad concerns that make up a problem or an issue. Take the following real situations as examples:

*In a fairly rural Massachusetts county, there is a lack of affordable housing. The county commissioners are concerned for the economic development of the county. Several human service agencies are concerned for their clients. The university is concerned for off-campus graduate students and faculty. The long-time residents are concerned for their land and the preservation of lifestyle. What can they do?*

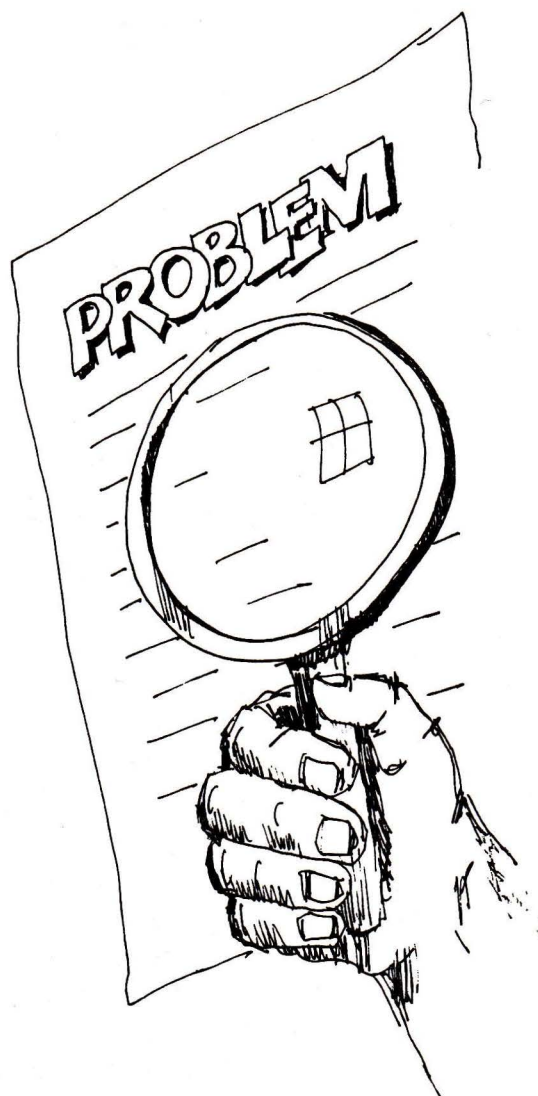
*The executive director of a large, multi-leveled organization wants to offer his staff college credit for their training courses. But, because of the staff's busy schedules, they are unable to enroll and attend classes at a local college. The local community college outreach programs need sites for field placement interns. What are their options?*

*In a large urban area, many public and private agencies compare notes and discover that they identify some very specific common needs in their community. They agree that they need to become more effective at serving the Latino population, and that they are experiencing burn-out and need support for themselves. How could they get what they need?*

Generally, the idea of forming a partnership starts with broad concerns which are usually vague and unclear. In preparing to form a partnership, however, it is necessary to properly convey these broad concerns to relevant organizations in the environment by doing these tasks.

- **Be clear about the general nature of the problem.** By conceptualizing and understanding the problem, broad concerns become narrow, specific issues emerge, and the problem becomes more focused. It is necessary to set parameters for what is and what is not to be dealt with by the partnership. It is easier to motivate and enlist members to participate in a partnership if the broad concerns are clearly defined and articulated.
- **Learn to articulate the problem by allowing potential membership to assess its own self-interest in participating in a partnership.** Describing the problem broadly in the initial presentation allows potential members' perspectives to influence how the problem is ultimately defined and how their own self-interests might get met. If the problem has already been defined by the initiator of the partnership, chances are good that potential members will feel excluded if they disagree. A sense of having something to contribute is what motivates potential members to come forward and offer time and resources.

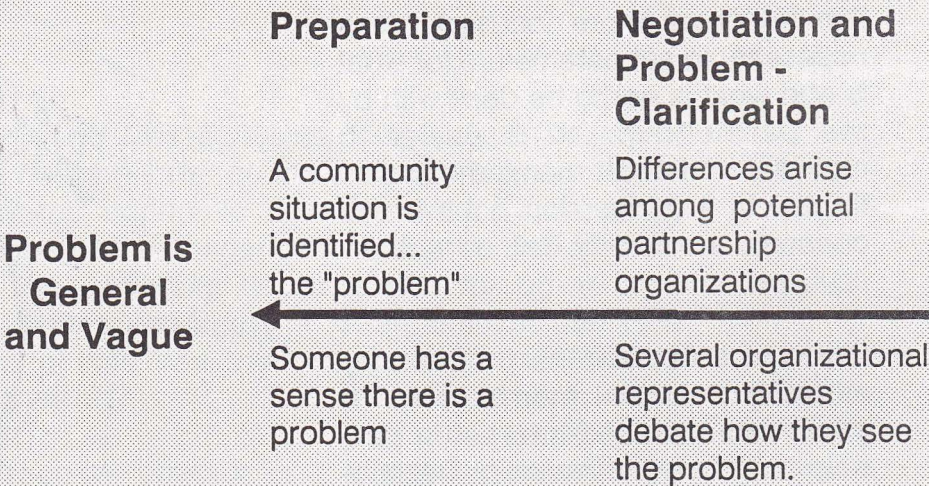
In the early preparation phase of a possible partnership, there are topics that may best be addressed first by only one or a few individuals. In other situations, it may be more fruitful to move quickly and incorporate the following exercises of this chapter (Preparation: Knowing the Environment) with the next chapter (Stage I: Negotiation and Problem-Clarification).



# Evolution of a Problem in Partnerships

## Example: How a Problem Evolves from General to Specific

Partnerships are often started by an individual's awareness of an unresolved community/regional situation (the problem). At this point, the individual's sense of the problem may be unclear. Recognizing the complexity and difficulty of the problem, s/he calls for a partnership of organizations to jointly address the problem. As meetings are arranged with



**Preparation:** A leader of a local religious group is deeply concerned about the widespread abuse of drugs in the community (general and vague problem).

**Negotiation & Problem-Clarification:** Aware that the problem is both complex and difficult, this leader contacts other local organizations (school system, local industry, human service agency, etc.) and arranges a meeting of representatives. At the early meetings, the drug abuse problem is seen by various representatives in many different ways: as the result of inadequate law enforcement; as inadequate education by families and relevant organizations; as lack of alternative ways to find meaning in life; as national and international manipulation of political agendas, etc. There is no way this potential partnership can address all these varied ways of describing the drug abuse problem. Through negotiation and clarification there is agreement to first address the "problem" as a need for information-gathering and distributing.

**Direction-Setting, Trust-Building, and Empowerment:** Given this negotiated description of the drug abuse problem, the partnership members decide upon several objectives that further clarify and further guide their future efforts. Three of these objectives are established as having high priority: to obtain detailed information on current, local, relevant educational programs; to develop parent-school projects concerning drug abuse education; to construct easy-to-read

other organizational representatives, further clarification of the problem becomes a highly significant negotiation issue. As agreement is reached about how the problem is to be described, statements are made into concrete objectives. The problem becomes even more specific by the development of activities, projects, and resources designed to carry out the objectives.

### **Direction - Setting, Trust- Building, and Empowerment**

Agreements are reached

Objectives are chosen that help describe the problem

### **Structure and Operation**

The problem is attacked

Activities and projects provide specific details of the problem

### **Assessment**

Impact on the problem is assessed

Activities and projects evaluated as viable solutions to the problem

**Problem is  
Specific  
and Clear**

brochures and posters to be distributed in public and private local community sites. Over a period of several meetings (with much discussion, sharing of information, and useful negotiation), the problem is defined as "inadequate local education at family and community organizational levels." Note that this definition of the drug abuse problem is negotiated as relevant to this particular community and environment setting, at a given time and place. Other settings might define the problem in alternative ways. Complex problems have many differing but reinforcing ways of being approached.

**Structure & Operation:** Each of these objectives required that the drug abuse problem be further clarified and made very concrete by choosing appropriate activities and needed resources. For the brochure/poster objective, examples of the specific activities and resources included: collecting samples of what other groups in the nation have produced; locating community talent to draft sample script and poster designs; establishing a local fund drive to cover production costs, etc.

**Assessment:** The partnership assesses the effects of its activities or projects against drug abuse in the community. The findings further clarify and define the causes of and viable solutions for drug abuse (specific and clear problem). At this point, the partnership may disband, look at other ways of addressing the problem, or focus on a different problem.

## Exercise III.1

### Defining the Problem

This is a first attempt to clarify why you are forming a partnership. Do this exercise by yourself or perhaps with one or two others who have the same interest as you do in starting a partnership.

Complex problems have many components and major causes. By doing this exercise, differing dimensions about a problem becomes specific and clear. It will also provide a better understanding of the nature of the problem.

YES	NO		What is it? What are they?
_____	_____	1. Are you clear about the broad concerns you want addressed?	_____ _____ _____
_____	_____	2. Can you articulate a broad goal for your partnership?	_____ _____ _____
_____	_____	3. Do you know the root causes of the problem?	_____ _____ _____
_____	_____	4. Do you have fairly good information and understanding of the problem?	_____ _____ _____

If your answer is **NO** to most of the questions, you might investigate the "problem" further. The chart below is a planning tool to help you identify resources for more information in understanding and clarifying the "problem".

#### Planning Chart: Identify Sources of Information

Sources of Information	Data to Collect	Questions to Ask
People knowledgeable about the problem/issue		
Places/organizations to obtain relevant literature/documents		
Places/organizations to visit where similar problems have been addressed		

## Exercise III.2

### Articulating the Problem

Given that you have explored the issue or problem in the previous exercise, it is time to define and articulate the problem as you know and understand it.

Imagine that you now have to articulate the problem you want to address to a broad audience. Using the guidelines suggested below, try to list the objective facts and identify a broad goal for the formation of your partnership.

#### Suggested Guidelines:

- I. Describe observable or documented situations or behaviors that demonstrate the problem. Don't interpret, judge, or give commentary on the facts -- just report them. Sympathize with as many differing points of view as you can. Be careful not to suggest that anyone in your broad audience is to blame or had malicious intentions.

Write a general description of a community concern.

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2. Name one or more broad goals or stances that cause you to want to form a partnership to do something about the situations you've described. Suggest what others may get out of participating. Ask "**How** can we get what we want?" and not "**Can** we get what we want?"

Articulate a broad goal.

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## Exercise III.3

### Mapping Out Your Own Community Environment

In the space provided and with the key symbols, draw a physical map of your community. Use this as a basic image of your community. Next, try to explore, elaborate, and invent ways of including the other forces (social, political, economic, etc.) in the environment.

#### Key Symbols:

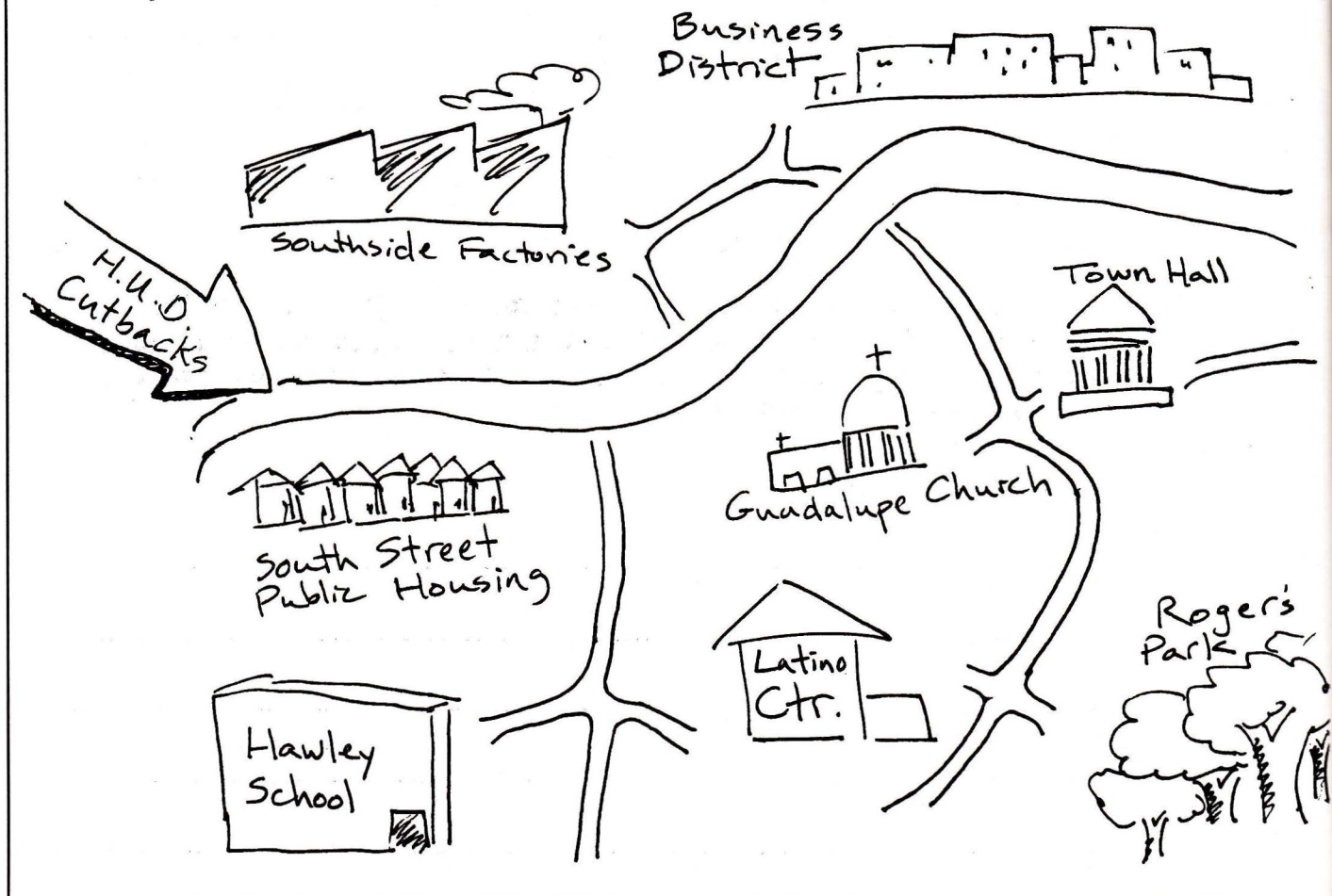
**physical:** school, church, government building, park, neighborhoods, industry, etc.



**social:** low-income, middle-class, affluent, upper-class, African-Americans, Asian/Asian-Americans, Caucasian, Latinos, Native-Americans, etc.



#### Example:

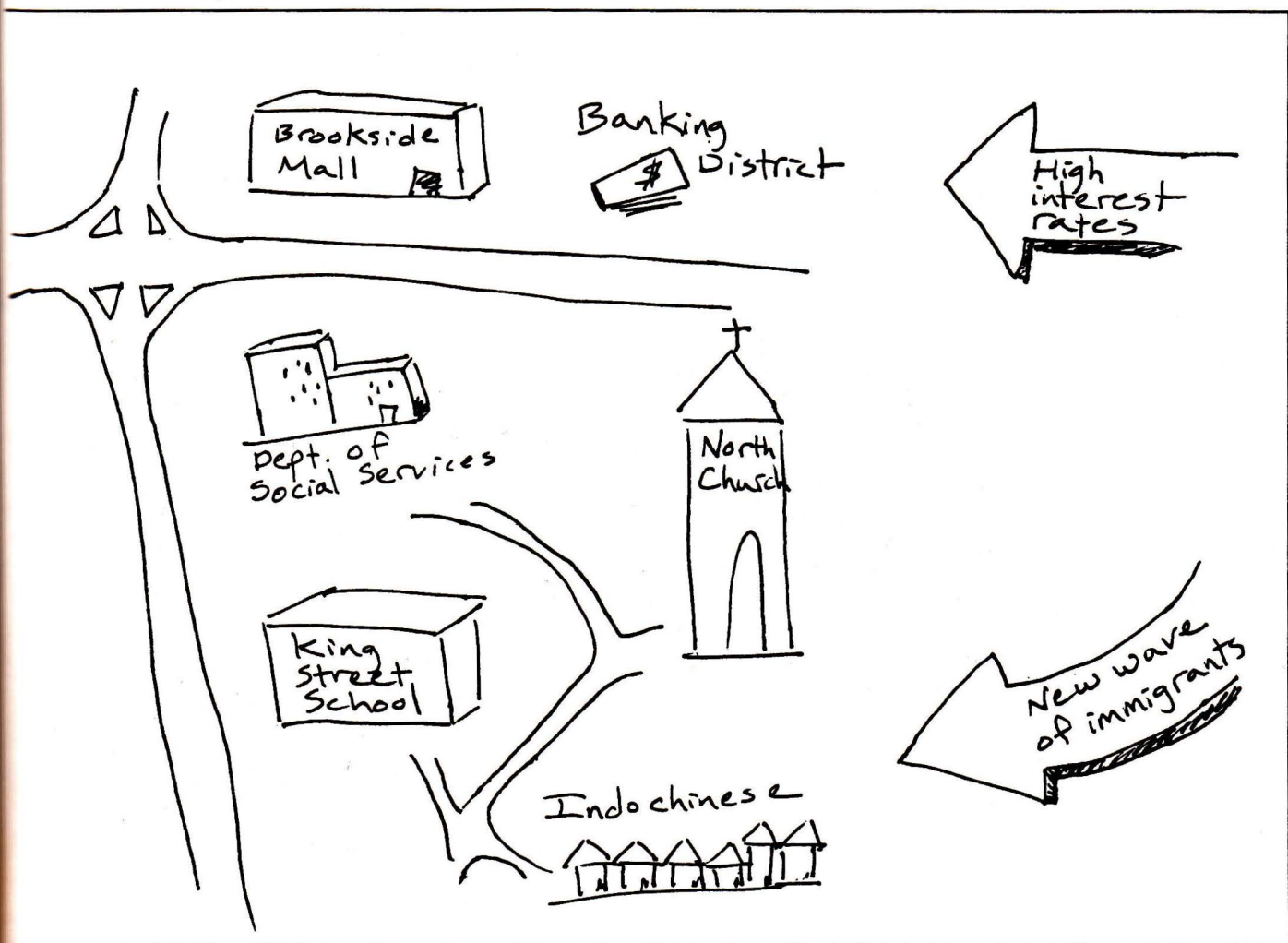


Be creative with your ideas. Think of how you could best describe your own community from many different perspectives.

**economic:** business district, industrial, poor neighborhood, etc.



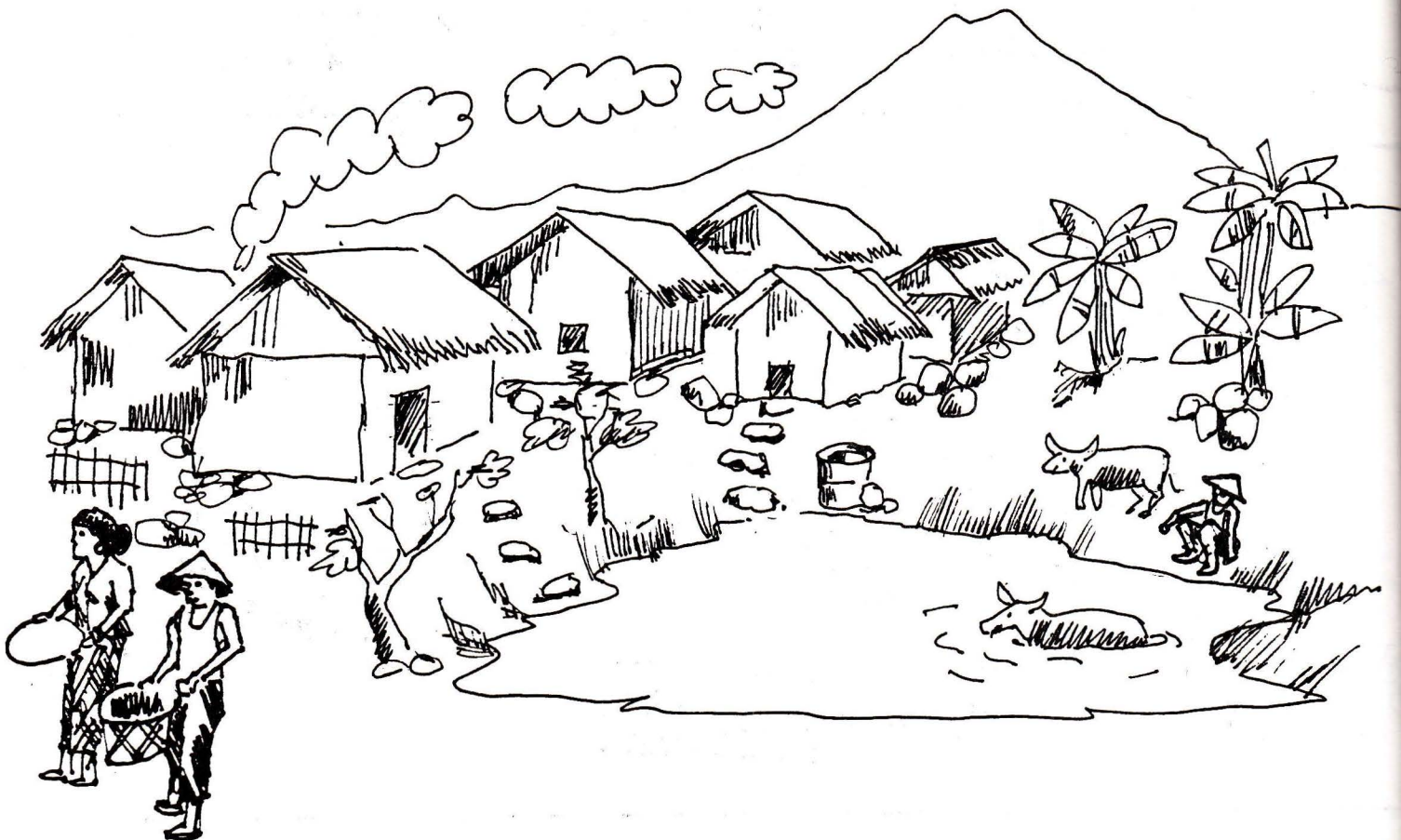
Use your own symbols for other influences.



## Exploring the Environmental Influences

The concept of environment includes settings and individuals as well as forces, norms, and trends. It could also mean physical, social, political, economic, institutional, and other factors. Any way you look at it, it is complex and changing. Paying attention to these influences in your community environment throughout the phases of the partnership can be a guide to important issues to be addressed and crucial decisions to be made. Exploring your immediate environment in detail and from different perspectives could be very valuable. It involves a two-step process.

- **Create an overall image of the environmental forces in your community.** Having a sense of your community environment could prove useful in understanding the problem you are trying to address and in developing your partnership.
- **Determine the key individuals and the relevant settings, both from your immediate surrounding and the larger environment, that could potentially influence the issue you want to address.** Listing specifics about the key individuals and organizations as well as the key forces, trends, and norms leads to understanding the influences on the socio-dynamic atmosphere in which you and your organization operate.



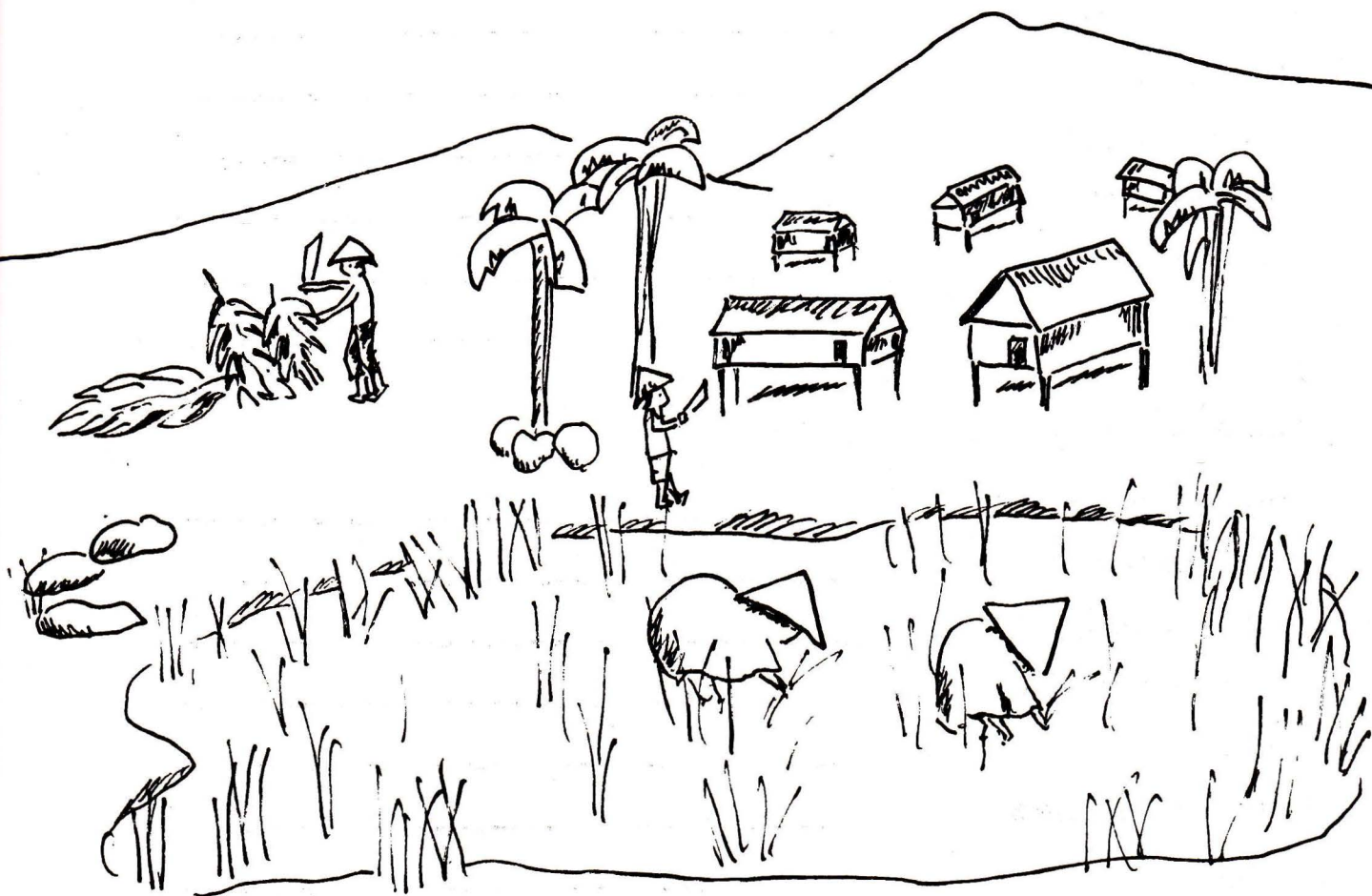
**Example:** Consultants for an Asian country have been asked to help gather information concerning a complex health problem in a cluster of villages. It is clear the problem will require a long-range, multiple organizational effort. A survey of the larger environmental context included consideration of the potential impact of such forces as:

**Physical elements** - inclusion of villages and their boundaries; land-use patterns; natural resources; wildlife; topography of surrounding land; farming practices, etc.

**Demographics** - number of people; characteristics of varied groups; family patterns; social status patterns; affiliation to various groups; educational status; health records of community members; migration patterns, etc.

**Community background** - his/her story of the region in relation to the nation; national health problems in the past and connections with the local setting; national, political, and economic conditions; possible support or resistance from the above, etc.

**Community groups** - social class or ethnic differences concerning health related issues; traditions about the role of women, youth, the "poor", etc.



## Exercise III.4

### Identifying Key Individuals and Settings

Take 15 minutes to identify the key settings such as neighborhoods, groups, organizations, agencies, and individuals such as politicians, leaders, constituents, and stakeholders in your community environment. Indicate whether they directly or indirectly influence the issue you are trying to address. Perhaps this will provide an initial list of potential members to approach to join your partnership.

	What/ Who	Direct Influence	Indirect Influence
<b>Settings:</b>			
Neighborhoods	_____	_____	_____
Interest Groups	_____	_____	_____
Local Government	_____	_____	_____
Private Organizations	_____	_____	_____
Public Agencies	_____	_____	_____
Foundations	_____	_____	_____
Religious Institutions	_____	_____	_____
Educational Institutions	_____	_____	_____
Similar Partnerships	_____	_____	_____
Other:	_____	_____	_____
<b>Individuals:</b>			
Key Private Individuals	_____	_____	_____
Local Politicians	_____	_____	_____
Agency Directors	_____	_____	_____
Community Leaders	_____	_____	_____
Constituents	_____	_____	_____
Relevant Stakeholders	_____	_____	_____
Other:	_____	_____	_____

## Exercise III.5

### Identifying Key Forces, Trends, and Norms

Take 10 minutes to do a "force field analysis" of the key forces, trends, and norms that could impact on the problem or issue that you are trying to address. A force field analysis will provide a graphic summary of the direction and extent of these environmental influences.

By using the list below or your own list, write down in the appropriate columns the **"helping"** forces that will push the partnership toward its goals and **"hindering"** forces that will block progress of the partnership. Note that the list provided is very general; try to identify, if possible, specific influences in your community environment. Specific subsets of these general forces may differ in being positive or negative.

*physical situations*

*economic trend*

*political climate*

*national priorities and policies*

*other:* \_\_\_\_\_

*historic efforts*

*geographical consideration*

*community "mood"*

*ideational influence*

*other:* \_\_\_\_\_

*material resources*

*human resources*

*communication systems*

*social norms & structures*

*other:* \_\_\_\_\_

Toward Partnership Goals →		
Helping Forces	B	Hindering Forces
→	A	←
→	R	←
→	R	←
→	I	←
→	E	←
→	R	←

Suggest two or three strategies for dealing with a few of the **"hindering"** forces and/or increasing the **"helping"** forces you just identified.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

## Defining the Membership

Identifying specific environmental influences (individuals, settings, forces, trends, and norms) on the partnership generates important information. This preliminary survey of the problem and environmental setting provides a grounding for selection of the member organizations which will form the initial partnership.

It is obvious that a key aspect in developing the partnership's identity is its members. There are two issues to be considered in defining the membership.

- **Inclusion and Exclusion.** Wide inclusion at first glance seems the best way to go. But the wider the membership, the more likely that the group will have to negotiate value conflicts and be difficult to manage. On the other hand, if the membership is exclusive and small, there are fewer resources for the group and there is more discontent from those excluded. Therefore, the costs and benefits of both inclusion and exclusion of members need to be carefully considered in defining the membership.
- **Level of Representation.** Organizations with considerable influence and prestige will have different things to contribute than organizations with less power and influence. Again, the initiators should not jump to the conclusion that high power is necessarily better. The question to consider is what ideal level of representation from powerful and less powerful organizations will most likely accomplish the purpose of the partnership. In one sense, all organizations may have considerable power because they have access to varied resources (see Chapter V).

## Exercise III.6

### Getting the Right Organizations Involved

**TASK 1: Developing Criteria.** Which organizations do you want to get involved?

There are a number of possible criteria and legitimate goals for membership. Check the one(s) most appropriate for your partnership.

- ( ) Organizations with similar ideology and values in advocating for the "issue"
- ( ) Organizations with differing opinions and positions about the "issue"; a diversity of viewpoints to promote dialogue and enrich the resource base
- ( ) A representative cross-section of a community (by race, gender, age, economic class, etc.)
- ( ) Organizations serving people affected by the "issue"
- ( ) Organizations with influence in other aspects of the "issue"
- ( ) Other: \_\_\_\_\_

**TASK 2: Selecting the Right Group.** Once you have selected the criteria, refer to the previous exercise on identifying key individuals and settings. Identify the most appropriate organizations and the individual representatives of those organizations. In identifying representatives, think about who will be the most relevant individuals, director/leader or someone else to serve in the partnership.

Organization #1 \_\_\_\_\_

Representative: \_\_\_\_\_

Organization #2 \_\_\_\_\_

Representative: \_\_\_\_\_

Organization #3 \_\_\_\_\_

Representative: \_\_\_\_\_

Organization #4 \_\_\_\_\_

Representative: \_\_\_\_\_

Organization #5 \_\_\_\_\_

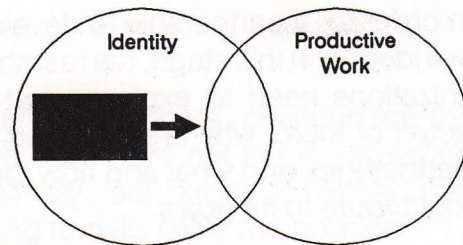
Representative: \_\_\_\_\_

You (and perhaps representatives of a few other organizations) now have an informal grasp of the basic concern or problem, the relevant "field of forces" of the environment, and the most likely organizations which should be included in the partnership effort. Given this information, you now have to make a decision whether a partnership is the best approach to address the problem. Perhaps a single organization can best make the effort. Or, the assessment may be made that this is neither the time nor the opportunity to try to address the concern. In some cases, the preparation to start a partnership can make clear that the original concern is really not the basic issue. It could be that more complex matters are involved which require some change strategy other than forming a partnership. Thus, sometimes, inadequate efforts at knowing the immediate environment during the preparation phase may lead to partnerships that should never have seen the light of day.

If this early exploration of the community environment encourages continued development of a partnership approach, the stage is set for the first stage of partnership development, **negotiation and problem-clarification.**

# Chapter IV

## Stage 1: Negotiation and Problem-Clarification



CONTENTS	EXERCISES
<ul style="list-style-type: none"><li>• Reassessing Membership</li><li>• Coming Together for Negotiations</li><li>• Understanding the Problem</li><li>• Sharing a Vision</li><li>• Achieving an Early Success</li></ul>	<ul style="list-style-type: none"><li>IV.1 Resources and Needs Worksheet</li><li>IV.2 Sharing Expectations and Concerns</li><li>IV.3 Problem Definition Worksheet</li><li>IV.4 Visioning Worksheet</li><li>IV.5 Introducing the Partnership</li></ul>

A major task of initiators is to construct a sense of identity centered around shared concerns. That means answering questions like: Who are we now and who do we need to include? What common concerns have brought us together and how are we making sense of them? What do we want to do and what do we need to do it?

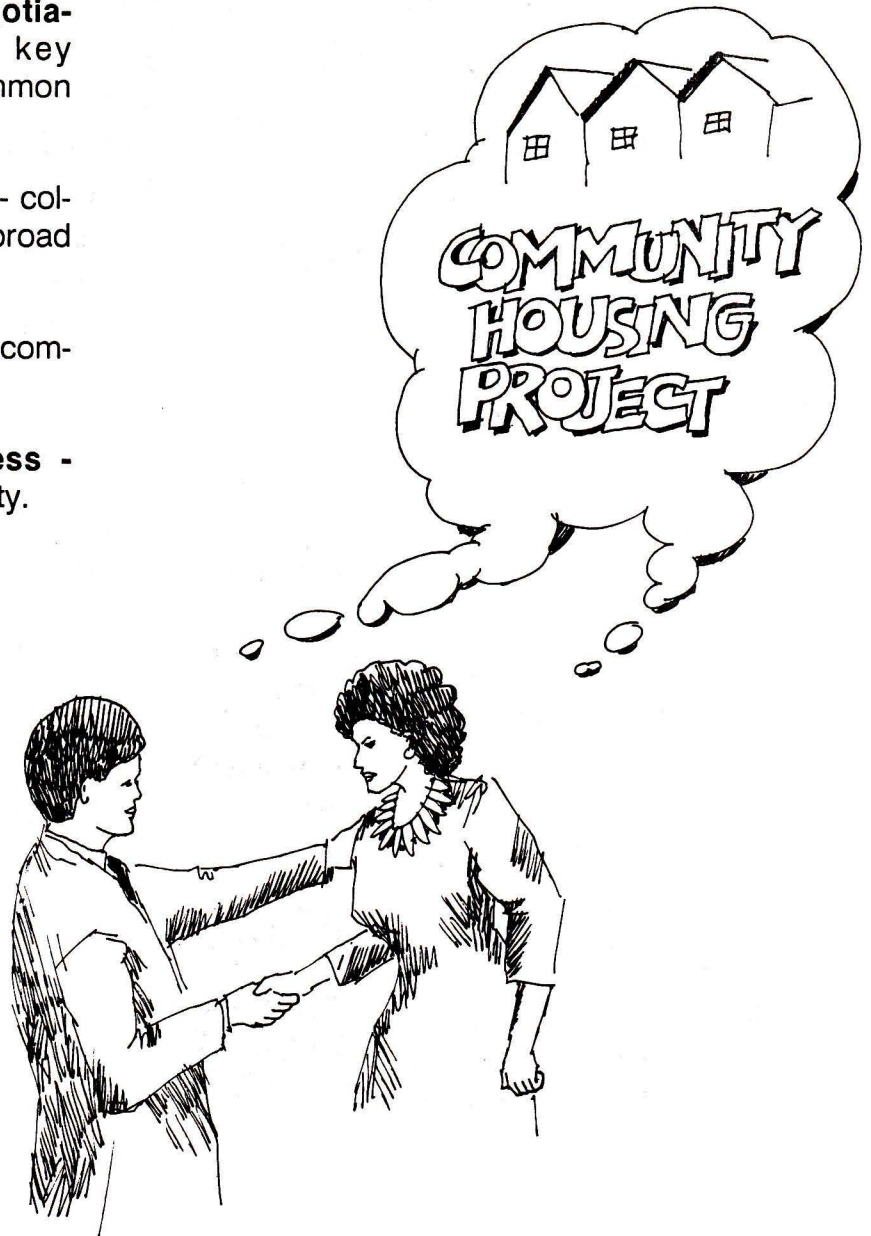
In a single organization, the awareness of the "who," "what," and "how" evolves almost unconsciously over time. For a potential partnership, however, a conscious effort must be made to construct an appropriate sense of

identity since shared his/her story and experience do not exist.

A key aspect of a partnership's identity is its members. Inclusion and exclusion of members need to be a major topic of discussion as a partnership seeks to establish its identity.

In order for a partnership to develop its own identity in this stage, the member organizations need to explore what is expected of them, why are they part of the partnership, and what and how they can contribute to its goals.

- **Reassessing Membership** - taking assessment of the member organizations critical to the partnership.
- **Coming Together for Negotiations** - first meeting of key stakeholders to discuss common concerns.
- **Understanding the Problem** - collective understanding of the broad purpose of the partnership.
- **Sharing a Vision** - imagining a common vision for the partnership
- **Achieving an Early Success** - planning for a short-term activity.



## Reassessing Membership

At this point, the task is to check on whether there are additional organizations which should be included in the partnership. Decisions must be made as to who are the critical stakeholders that need to be included and how can they be persuaded to become involved. It is important to choose these stakeholders carefully. To ask every organization to join can create chaos and disillusionment; to invite too few can cause resentment from those excluded; to invite the wrong organizations can affect the participation of others or sabotage the whole effort.

These new potential organizations need to be invited to join the early exploration of the problem and the idea of partnership. Someone, a convenor, needs to bring the new representatives together to assess their self-interest in participating in the partnership. This must be done in a way that includes and interests potential member organizations which may have very different perspectives, motivations, and analyses of those concerns. If this initial articulation suggests that the problem has already been completely defined by the

originating members, chances are that listeners who are not in full agreement will simply feel excluded rather than wanting to help solve the problem.

A common error in partnerships is assuming that all potential members have similar analyses of the existing community or regional concerns. At this initial stage, the partnership needs to be open and flexible so that actual self-interests, priorities, and a sense of having something to contribute motivate potential members to come forward and offer time and resources. Also, by describing the problem broadly in its initial presentation, potential members know that their perspectives will influence how the problem is ultimately defined, and that their own interests might be met. They are not being asked to buy into something that isn't "theirs."

Given the broad problem that acts as a magnet for drawing together several organizations, the task of building partnership identity and bases for negotiation is helped by gathering information on member resources and needs.

## Exercise IV.1

### Resources and Needs Worksheet

Each organization representative provides data concerning his/her own resources and needs, and perceptions of the other stakeholders' potential resources and needs that they might bring to a partnership. Using the chart below, list some potential stakeholders, the resources they could offer the partnership, their possible motivations and benefits for joining the partnership, and the potential obstacles or difficulties they may face.

Potential Stakeholders	Resources	Motivation and Benefits	Obstacles, Costs, or Difficulties
1. (your own organization)			
2.			
3.			
4.			
5.			
6.			
7.			

Share the information among all the participants to have a clearer picture and help establish agreement as to which organizations should continue active membership and/or should be recruited for new membership in the partnership. Use the data to decide which organizations are the most appropriate to define the membership. (At this early stage of the partnership, seek an efficient decision-making process.)

In some instances, it may be useful for less active organizations to assume a secondary role, as adjunct members or an advisory council. The main purpose here is to define the appropriate membership, and also to develop links with other stakeholders. Maintaining communication links with non-member organizations reduces the potential of their working against partnership efforts.

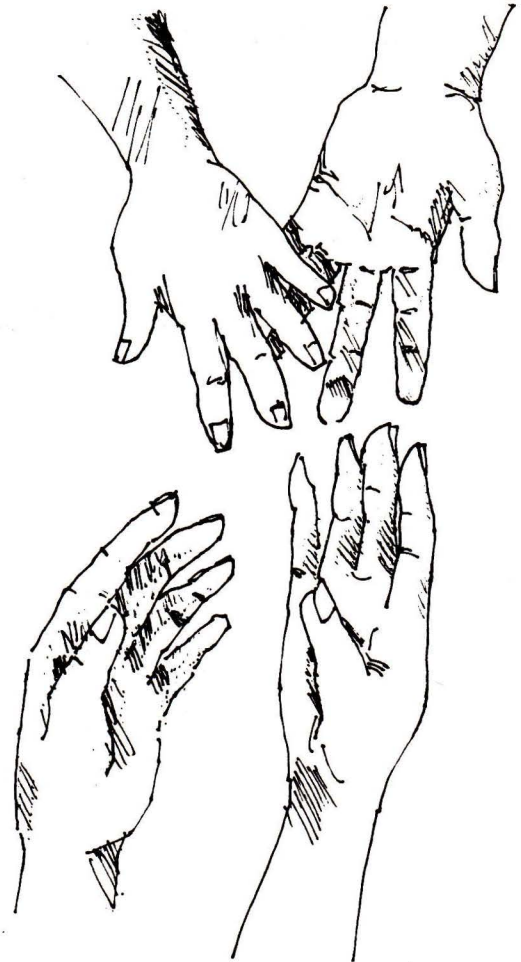
## Coming Together for Negotiations

Coming together refers to the first time that key stakeholders sit down together and begin the discussion of their common concerns and what might be an appropriate means of addressing these concerns. They must decide:

- how and where the group will be convened and
- what hopes, expectations, and needs the various participants may bring to the meeting.

Major difficulties encountered during this early phase center on participants' uncertainties about their own and others' reasons and relevance for meeting together.

The immediate challenge to the group during this initial phase of coming together is the interest to be together. The stakeholders have to become familiar with one another and the situation that brought them together. The presence of members' ambivalence toward involvement is to be expected because of their undefined role, unclear expectations, and unarticulated concerns. The anxiety occurs because they must take into account their dual responsibility to their own organization and to the potential partnership. And, as representatives, they have to negotiate the membership of their organization to the partnership.



## **Exercise IV.2**

### **Sharing Expectations and Concerns**

This simple exercise at an early meeting of stakeholders is a way of learning more about member organizations. Have members pair-up with someone who they don't know very well. In pairs, spend 10 or 15 minutes exchanging responses to the following unfinished sentences:

1. The reason my organization is represented at this meeting is....
  
  
  
  
  
  
  
  
  
  
2. An important ideal or value of my organization that is pertinent to the issues being discussed here is ....
  
  
  
  
  
  
  
  
  
  
3. Concerns I/my organization have about this potential partnership group are....
  
  
  
  
  
  
  
  
  
  
4. Hopes I/my organization have for this potential partnership group are....

Then have each pair introduce one another to the rest of the group using the information gained in the previous discussion. Sometimes sharing this information in the total group can provide a useful base for future negotiations and for building trust and a sense of identity.

## Understanding the Problem

Commitment to time and meetings by partnership members are necessary just to reach a consensus on what they are willing to do. This commitment means that they begin to develop a shared understanding of the problem, to discuss the vision of how things could be, and to generate possible solutions.

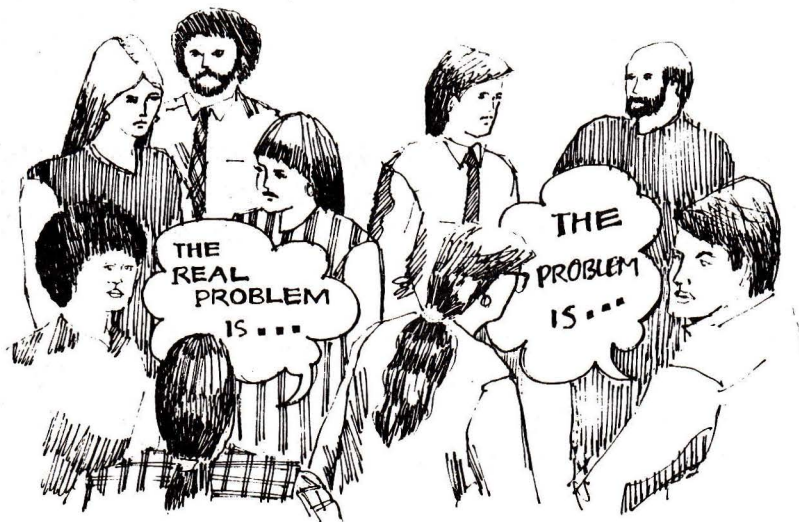
The community or regional problem that motivates organizations to come together is frequently perceived as a vague, shared feeling of unease. Too little attention may be paid to the many ways potential organizational representatives see the problem. An early step in building a sense of partnership identity and establishing a healthy bases for negotiations, is to clarify how members perceive the problem.

To develop a shared understanding of the problem means that partnership members define several dimensions of and bring different perspectives to the problem. For example, a partnership is formed around a common concern, such as the high unemployment among people of color in their locality. One representative feels the problem is due

to inadequate skill among the target population. Another representative feels the problem lies in discrimination by local business and service corporations. A third view is that state and national welfare policies have undermined unemployed people of color's motivations to seek employment. A fourth perspective maintains there are no jobs available.

A critical step for increasing a sense of identity among the embryo inter-organizational relationship is to share general perceptions of the "problem". This process is a skill that involves drawing out the many diverse perspectives on what brought member organizations together. It requires acknowledging the differences in information, ideologies, values, cultures, and styles of the members. It also requires ensuring that all perspectives are listened to respectfully, including points of conflict.

It may be useful to refer back to the exercises in Chapter III, Defining the Problem (III.1), and Articulating the Problem (III.2).



## **Exercise IV.3**

### **Problem Definition Worksheet**

Here are some of the specific questions that should be answered by each partnership member in the course of defining the problem:

1. What is the problem from your organization's point of view? Using a statement that begins "The problem is how to ...," capture the problem in one statement if possible.
2. What is the evidence that there is a problem?
3. Who is involved?
4. How does this problem touch you/your organization?
5. What do you think its sources or causes are?
6. How do you think you/your organization has contributed in efforts to address this problem?
7. From your/your organization's present point of view, what might be an ideal resolution to this problem?
8. What do you/your organization want to get out of solving this problem? What is your organization's self-interest in being involved in this partnership?
9. What are several related or overlapping problems that this partnership might agree not to address in order to limit the focus on the specific problem?

As partnership members share their responses to these questions in a meeting, differing perspectives will most likely be presented and the focusing process will need to begin.

During the negotiation discussions by members, it may become apparent that the continued exploration of the partnership is not useful at this time. This may mean that it is appropriate to stop the process. Unfortunately, a common mistake is to force fit a partnership that has little chance of success.

Some mandated situations (where funding or legislative or other power sources are requiring cross-organizational efforts) may also inhibit constructing a workable sense of identity. Organizations often find ways to subvert the intentions of such mandates and sabotage the outcomes, even though a token partnership structure appears to be in place.

## Sharing a Vision

*"You see the glass as half empty. We see the glass as half full."*

Anonymous

*"You see what is and ask why. I see what could be and ask why not."*

George Bernard Shaw

*"To envision is to transcend."*

The Authors

The concept of identity can be enriched when there is a sense of shared vision. Organizations can work better together if they have a common concern with a specific problem in the larger environment. While organizations will inevitably diverge on some priorities, discovering common concerns that require pooling of resources provides a transcending motivation.

It is critical to create and articulate this shared vision *together* so that the key stakeholders can direct their energies and keep themselves united when differences of opinion, belief, and style threaten their relationship. Two aspects of this "visioning" process are vital to the negotiation stage.

First, potential members must develop common understanding of how the problem is described and bounded and how the partnership might be able to address it. One cannot take it for granted that consensus on this question exists. To the contrary, one must expect diversity of opinion and work deliberately toward building shared understandings.

Secondly, the members of the partnership must share their ideas for possible solutions. This is an ongoing process which takes them far beyond the negotiation stage, but it must be rooted here in visioning. The following worksheet, Exercise IV.4, may help in the visioning process. We suggest using it at a meeting.

## Exercise IV.4

### Visioning Worksheet

While doing this exercise, keep in mind that visioning encourages imagining a greatly desired state that goes beyond the immediate local setting. Visioning challenges us to view possible implications for positive effects on our most idealistic social, economic, political, and philosophical values.

Give each member a visioning worksheet, and ask them to fill it out individually. Form groups of no more than five and ask these small group members to share their responses and summarize their collective similarities and differences on newsprint. Back in the large group, ask a spokesperson from each small group to report, using the written summary on newsprint. Discuss what the similarities mean, and how to use, negotiate, or overcome the differences.

1. Identify/describe your understanding of the issues or problem being discussed at this meeting.
2. Concerning the identified issues, what is your vision of an ideal state of affairs?
3. If this partnership could develop further and really begin to implement change, what could you imagine being achieved?

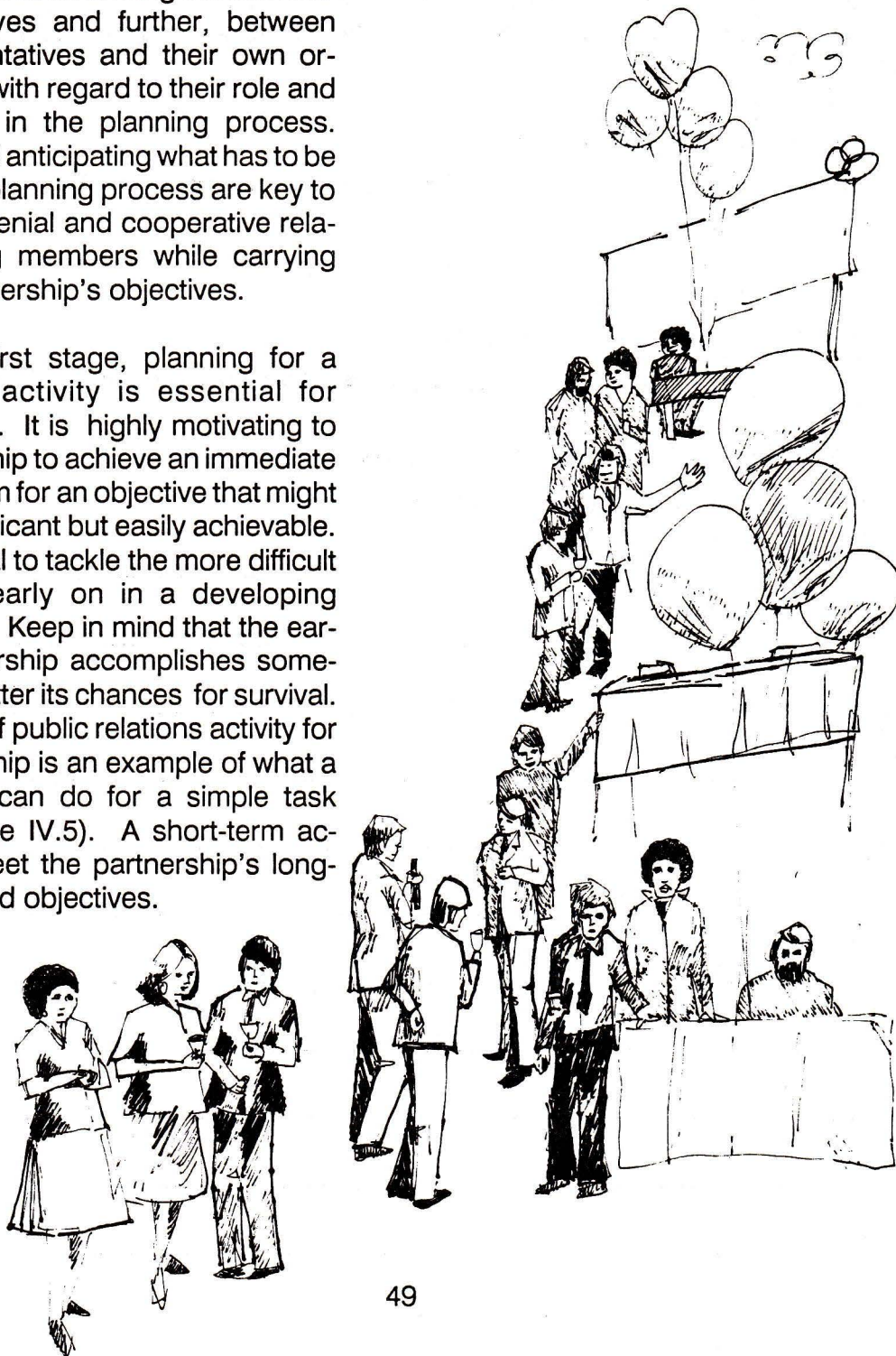
Within the next few months	Within one year	Over several years

4. What prevents things from being that way now? (Is it, for example, lack of resources, commitment, time, organization?) What are the obstacles?
5. Why might a partnership approach help overcome any of those obstacles?

## Achieving an Early Success

Planning for an activity or a project for your partnership is somewhat similar to what you'll do in your own organization. There is a difference, however, in that the responsibility of tasks and decisions is shared among the member representatives and further, between the representatives and their own organizations with regard to their role and involvement in the planning process. Knowing and anticipating what has to be done in the planning process are key to have a congenial and cooperative relations among members while carrying out the partnership's objectives.

At this first stage, planning for a short-term activity is essential for partnerships. It is highly motivating to the partnership to achieve an immediate success. Aim for an objective that might be less significant but easily achievable. It can be fatal to tackle the more difficult objectives early on in a developing partnership. Keep in mind that the earlier a partnership accomplishes something, the better its chances for survival. Some type of public relations activity for the partnership is an example of what a partnership can do for a simple task (see Exercise IV.5). A short-term activity can meet the partnership's long-term goal and objectives.



## Exercise IV.5

### Introducing the Partnership

Questions may arise from the community as to who or what the partnership is, and how it should be dealt with by the community. New links of communication to relevant organizations, groups, and individuals need to be developed. These introductions will be part of your partnership's public relations strategies.

Introducing your partnership into the community can be done in several forms. Try the following simple exercise which would prepare your group to do outreach by utilizing the media.

## Step I: Writing a Press Release

As a group, write a sample press release about your partnership by responding to the following questions:

- Who is your partnership?
- What are you trying to accomplish?
- What are your goals/philosophy/purposes? How do you intend to accomplish them?
- What is the project/activity you are currently working on?
- Why this particular project? How? Where? When?

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears slightly aged or off-white. There is no handwriting or other markings on the page.

## Step 2: Getting the Word Out

With your sample press release, you are now ready to get the word out. There are several media vehicles you can use to publicize and promote your partnership. Select from the list below the appropriate medium for your publicity.

_____ TV Station	_____ Newsletter
_____ Radio Station	_____ Announcements to Organizations
_____ Newspaper	_____ Other _____

For each of the above media contacts, complete the following information to facilitate public service announcements (PSAs) about your partnership.

Name of Station/Newspaper/Newsletter/Organization: \_\_\_\_\_

Address: \_\_\_\_\_ Phone No.: \_\_\_\_\_

Public Affairs/Program Director: \_\_\_\_\_

Show: \_\_\_\_\_ Air Time: \_\_\_\_\_

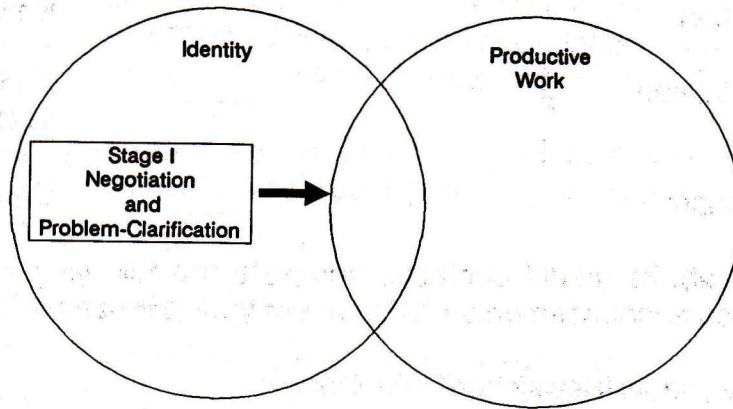
Deadline: \_\_\_\_\_ Restrictions: \_\_\_\_\_

Audience: \_\_\_\_\_

Kind of Information: \_\_\_\_\_

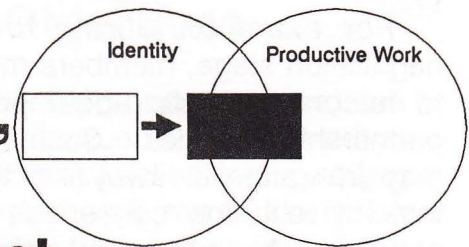
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

If a partnership manages the questions of "Who are we?" and "What is the problem we are going to address?" effectively, then the process will move logically into the next stage of development, which is **direction-setting, trust-building, and empowerment**.



# Chapter V

## Stage 2: Direction-Setting, Trust-Building, and Empowerment



CONTENTS	EXERCISES
<ul style="list-style-type: none"> <li>• Direction-Setting Through Specific Objectives</li> <li>• Direction-Setting Through Activities Related to Objectives</li> <li>• Trust-Building Through Valuing Diversity</li> <li>• Trust-Building Through Knowing the Dimensions of Power</li> <li>• Empowerment Through the Decision-Making Process</li> <li>• Empowerment Through Managing Conflict Effectively</li> </ul>	<ul style="list-style-type: none"> <li>V.1 Sharing Members' Individual Perspectives</li> <li>V.2 Collective Definition of Objectives</li> <li>V.3 Generating Activities for Objectives</li> <li>V.4 Choosing the Right Activity</li> <li>V.5 Diversity Survey for Organizations</li> <li>V.6 Developing Intercultural Awareness of Member Organizations</li> <li>V.7 Identifying Sources and Distribution of Power</li> <li>V.8 Assessing Decision-Making Process</li> <li>V.9 Consensus Decision-Making; Guidelines for Consensus</li> <li>V.10 Collecting Data on Sources of Conflicts in a Partnership</li> <li>V.11 Negotiating Differences in Partnership Conflicts</li> </ul>

The direction-setting, trust-building, and empowerment stage of partnership development serves as a bridge between the previous stage where the tasks were to clarify "who we are" and "what problem we're addressing" and the final stage where the tasks are to create the structure and operational actions that carry out the purpose of the partnership.

It is not necessary to clearly separate the tasks of this stage from those of the previous and the following stages, since they frequently go on in varying degrees of intensity at the same time. However, experience has shown us that recognizing the developmental sequence of these stages and paying explicit attention to them can help avoid prevalent problems and facilitate the smooth growth of a partnership.

For example, during the early negotiation stage, members may want to become specific about proposed partnership activities. Such attempts may draw attention away from the initial task of reaching consensus on the general problem to be addressed and the building of a sense of identity among the organizational members. However, if the negotiation stage has been well developed, the direction-setting stage is more likely to proceed smoothly, with high motivation to move towards action.

As the partnership develops a sense of identity, a his/her story emerges that is distinguishable from that of the separate member organizations. Each member organization can be seen as part of the larger environment of the partnership. At the same time, each can be seen as a part of the emerging new organization. Some confusion and reactions of mixed loyalty are inevitable. A consequence may be that a member organization feels threatened and decides to discontinue its involvement.

Thus, the direction-setting and empowerment stage is critical to the life cycle of the partnership. Member organizations at this critical point need to have a heightened sense of partnership identity to be able to address interrelated issues involved with this stage.

These issues are:

- Direction-Setting Through Specific Objectives
- Direction-Setting Through Activities Related to Objectives
- Trust-Building Through Valuing Diversity
- Trust-Building Through Knowing the Dimensions of Power
- Empowerment Through the Decision-Making Process
- Empowerment Through Managing Conflict Effectively



## Direction-Setting Through Specific Objectives

For a partnership to identify specific objectives, it will have to do two things. First, it has to collect a wide variety of possible objectives from the membership. Then, it has to develop criteria such as urgency, importance, difficulty, resources needed, logical sequence and achievability, in order to choose the objective(s) appropriate for the partnership.

Different criteria will be important to different members, based on many factors: personal agendas, organizational agendas, culture and language identity groups, perceptions of their relative power, needs and resources, "ownership" of the problem, assessment of the likelihood of success, and trust of the leadership. This decision-making process is critical in the life of the partnership since it is at this point that members are thinking more concretely about committing their actual time and resources to a *task*, rather than talking about an *idea*.

Differences among members are likely to emerge in the course of deciding on objectives. Therefore, it is essential for leaders and members to work hard at:

- listening to one another respectfully;
- valuing the different points of view and experiences that are being expressed; and
- maintaining the highest possible level of openness and trust in the group.

If members of groups that have been traditionally devalued are not "heard" at this point in the direction-setting stage, their support will most likely be withdrawn from the effort. If, on the other hand, it is clear that the other members of the partnership group are willing to struggle and invest energy in understanding and dealing with different agendas, then energy will in fact be generated by the decision-making process.

It is important to choose objectives that:

- reflect the needs and values of all the members to some degree (especially members who may have previously experienced disenfranchisement);
- stay within the bounds of the problem as the group has defined it;
- prioritize in such a way as to insure an initial success; and
- lay groundwork for future successes.

## Exercise V.1

### Sharing Members' Individual Perspectives

Follow these steps to help partnership members clarify their perspectives on what the objectives should be. Ask each member to respond individually first.

1. Considering the agreed-upon purpose of this partnership from your organization's point of view, specify the three to five most important things this partnership should accomplish. Jot down notes to justify your choices.

Objective 1: \_\_\_\_\_

Objective 2: \_\_\_\_\_

Objective 3: \_\_\_\_\_

Objective 4: \_\_\_\_\_

Objective 5: \_\_\_\_\_

2. Rank the above objectives based on your criteria. Be prepared to explain the ranking.

#### Rank by Importance:

Top \_\_\_\_\_

\_\_\_\_\_

Bottom \_\_\_\_\_

#### Rank by Resource/Support

Top \_\_\_\_\_

\_\_\_\_\_

Bottom \_\_\_\_\_

- Identify one objective that would be relatively easy to accomplish because of immediate available resources or support, and then add it to your list if it isn't already there. Jot down your rationale for thinking this objective would be easy to accomplish.
- Decide which of these objectives are critically important and think about how you will defend that point of view.

Your first choice for an objective: \_\_\_\_\_

Rationale: \_\_\_\_\_

3. Bring these notes with you to the discussion. Leaders need to be sure that each member has an equal opportunity to present and defend his/her choices and that the final decisions reflect the previously mentioned criteria.

## Exercise V.2

### Collective Definition of Objectives

The purpose of this activity is for your partnership group to condense the members' individual objectives toward a consensus of shared collective objectives for your partnership's goal. Using the results of the previous exercise, work as a group and follow these steps:

**Step I.** Write down each individual members' final objective on newsprint and identify the commonalities and differences among the list of objectives. Check off the ones that are the same, reword those that are similar, and discuss those that are different.

Then, review the resulting list and synthesize the list further so that there are only a few objectives.

**Step II.** Using the criteria questions indicated below, discuss each objective to identify agreements and to clarify disagreements. Then, use the chart by marking a **✓** for **yes** and an **x** for **no** and a **?** for **not sure** in response to the criteria questions for each objective. The purpose is to move toward consensus as to which objectives are to be addressed immediately and which ones to postpone for the future.

#### Criteria Questions:

1. Does the objective fall closely enough within the mandate or broad purpose which brought our partnership together in the first place?
2. Is there support from the member organizations?
3. Is it meeting the needs of recipients served by the partnership?
4. Is enough time available to work on this objective?
5. Are resources (a-funds, b-materials, c-people, d-skills) available to accomplish the objective?

OBJECTIVES	CRITERIA							
	1	2	3	4	5a	5b	5c	5d
A.								
B.								
C.								
D.								

There may be no numerical way to reach consensus. The data in the completed chart does provide commonly shared information that can help in the dialogue. The next steps involve carrying-out the objective(s).

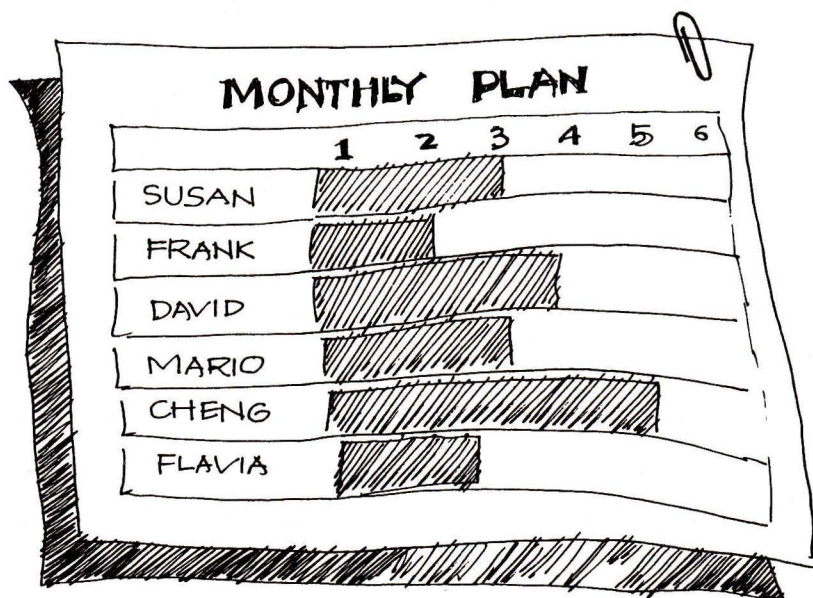
## Direction-Setting Through Activities Related to Objectives

At the direction-setting, trust-building, and empowerment stage, members are asked to seriously consider the levels of their commitment to the partnership endeavor by evaluating which of their resources they are willing to offer to the partnership objectives. It is especially helpful to identify the members' possible range of resources as well as what resources they can contribute. Conscious attention to available resources also helps clarify power differences and identify ways to reduce differences. By sharing and exchanging resources, members can mutually benefit from each others' differences.

This process involves listing the actual tasks to be undertaken, listing the concrete resources necessary to accomplish each task, and identifying the partnership member(s) who agrees to be responsible for completing each task.

This detailed planning of proposed activities may bring out a number of concerns relating to members' differing perceptions of motivation, access to resources, and potential influence. As it becomes clearer what resources are required to meet the objectives and to identify resources, there may be a need to briefly reexamine the membership in order to consider whether any new member organizations should be invited to join.

Fortunately, it is possible to renegotiate membership at any point in the development and functioning of a partnership, as long as a mutually satisfying commitment can be agreed upon. It may be necessary to return to the earlier stages, even briefly. This would require some degree of energy and time from the members. The key is to make sure that while renegotiating the membership there is still agreement on purpose, shared identity, direction, and objectives.



## Exercise V.3

### Generating Activities for Objectives

There are many ways to generate good activities for your partnership objective(s). In this exercise, modified and taken from Planning for a Change by Duane Dale (see the Resource Section), we present several different options. Your partnership group can choose one or combine of two or three.

**Option 1: Brainstorming a Wish List** - Sometimes ideas for activities come from a free-form brainstorm in which participants state any idea they have. The purpose is to generate as many activities as possible for the objective.

Ask someone to write the objective on newsprint and then ask the group to call out their ideas in short phrases which can be written quickly under the objective statement. In order to set a creative, high-energy tone, the following guidelines should be stated to the group from the onset:

- **No judgements.** No idea or suggestion, no matter how wild, is to be shot down or edited.
- **Anything goes.** Offbeat, unusual, humorous, and bizarre ideas are encouraged.
- **Go for quantity.** The more ideas, the better the chance of coming up with a winner.
- **Build on ideas.** People's ideas can be expanded and built on.

**Option 2: Exploring Options** - Sometimes generating activities come from bad ideas or from some that just seem "not quite right." This is one way to turn bland ideas into better ones. Actually it's a good approach any time you seem to be moving too quickly to a choice without exploring other options. If you have an activity idea or two and you sense a need to rethink *why* you might do it and *what* some other options would be, the following exercise could help you clarify your options.

1. Write the activity on newsprint.
2. Ask the members why your partnership might undertake the proposed activity. You could ask questions such as, If we did this:
  - What would we get out of it?
  - What purpose would it serve?
  - What would we hope to achieve?
  - Why would we want to do it?
3. Once the members have had their say, summarize the purpose(s) of the activity in a sentence or two. If the activity seemed interesting at all it was because its purpose had some appeal. And if you can explicitly state that purpose, then you're ready to ask the next question:
  - What *e/se* could we do that might serve that purpose?

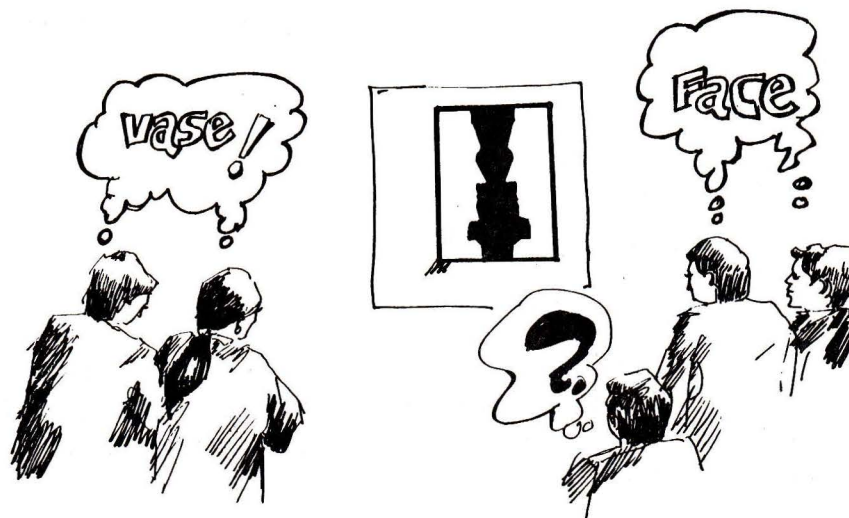
**Option 3: Problem Redefinition** - Sometimes the most innovative activities come from not taking the goal or problem at face value. By demonstrating innovative approaches to social problems, your partnership group can develop its own versions of what's wrong and what can be done about it. There's more than one way to redefine a problem, and if the first doesn't work, try another. Try either of these exercises:

**The Gap Exercise:** You'll need three sheets of newsprint, felt-tipped pens, and a general idea of the problem area or goal.

1. Label one newsprint sheet, "*The Ideal*"; the second, "*The Real*"; and the third, "*The Gap*." List aspects, situations, or events, of *The Ideal* and *The Real* as specifically as possible.
2. Then, compare the two lists and record *The Gap* or differences. A problem can be defined as the "difference between ideal and actual," and so *The Gap* should, by definition, be the problem.
3. Ask yourselves whether it really is, and if so, summarize *The Gap* items into a problem statement.

**Whose View Exercise:** The "secret" of this method is that a problem may look different to different people.

1. Ask your group whose view is represented by the current statement of the problem.
2. Take on some other view by imagining yourselves as the people who would benefit from programs addressing the problem (the client being served) or as policy-makers addressing the problem (the community leaders, the city council).
3. Try to respond to the problem from these varied points of view. If at all possible, go and ask the people identified in number 2 what they think the real problem is. Then summarize your findings.



**Option 4: Opportunity Analysis** - Sometimes ideas for activities come from focusing on an examination of the opportunities and resources available to your partnership group. There's a chance that the problem you're trying to address gives a possibility for the group to find more viable resolutions than just "setting things right." If we look only for "problems" to solve, we miss the golden opportunities that are right in front of us. Try this exercise:

- I. List all the partnership's opportunities. Use the following categories:
  - abilities and interests of group members
  - untapped community resources (contacts, experts, etc.)
  - utopian visions and practical ideas for a better community
2. Review any problem list generated previously or write a brief problem statement. Then look for the "other side of the coin," the positive outcomes that might be achieved.
3. Push a little harder: imagine that your partnership is very successful; what positive changes could it bring about?
4. Your list at this point may be a hodgepodge of ideas, people-resources, interests, and so on. See which can be turned into specific activities.

## Exercise V.4

### Choosing the Right Activity

In the previous exercise, your partnership group has explored several alternative activities, keeping an open mind and pausing to consider some directions that won't be taken. Now, the time has come to decide what your partnership will and won't do. The following three-step exercise will assist your group to choose the right and appropriate activities for your partnership.

**Step 1: Match Activities to Objectives** - Sometimes ideas for activities come after the purposes of the partnership have been clarified and then carefully thought out. This is an opportunity to compare the partnership's objectives with the activity list you have generated. Write your collective objective statements and indicate how closely each activity idea will help achieve the partnership's goals. Using a rating scale of 1 to 10 (**1 = poor; 10 = excellent**), ask individual members to rate each idea. Then total the individual scores.

ACTIVITY	INDIVIDUAL RATINGS (1-10)	GROUP TOTALS
Activity 1		
Activity 2		
Activity 3		
Activity 4		
Activity 5		

**Step 2: Discuss Pros and Cons** - If you're considering several activities, compare their advantages and disadvantages by taking the three activities with the highest scores and testing the desirability and feasibility of each one. As a group, consider each activity and call out benefits (plus) and problems (minus), which someone will record on newsprint so everyone can see. Afterwards, allow some discussion time for points of clarification and comparison.

ACTIVITY: (brief name or description)	PLUS	MINUS
Activity 1		
Activity 2		
Activity 3		

**Step 3: Test the Feasibility** - Now the task is to compare the resources that are needed for a particular activity with those resources that are likely to be available. Do this with just one or several of the activities. At this time, your partnership group may want to make a rough timeline or task list and a rough budget. It's important to think carefully about the requirements and resources that the activity may require.

RESOURCE	real	ideal	on hand	likely
Overall time				
Time for member organizations				
Name of representatives to be involved				
Dollar cost				
Contribution from member organizations				
Cooperation of other organizations				
Community support				
Physical space				
Other:				

We next address the close connections among the issues of building trust and promoting empowerment among partnership members. The goal of building trust is achieved by valuing diversity of the membership and knowing the dimensions of power in partnership dynamics. The goal of promoting empowerment is implemented through the interrelated means of decision-making, consensus-building, and managing conflict. You may want to use these sections in a sequence other than the way they are presented here.

## Disenfranchised Groups in Partnerships

The track record of constructing useful partnerships among organizations representing diverse social groups is poor. Even partnerships among organizations with somewhat similar social characteristics have trust barriers that make working together a challenge. These barriers can be much more complex when the socio-economic backgrounds of organizational members are significantly different.

The concepts of disenfranchised groups and social identity need to be defined.

- **Disenfranchised groups** are those that are underprivileged, powerless, and targeted in society because of their social status and identity.
- **Social identity** of groups define groups bounded by social or cultural characteristics such as race, gender, ethnicity, customs, and beliefs as well as groups defined by their physical or mental competences, their economic class, their sexual orientation, their age, their educational level, and other status-related characteristics.

Trust is often a central issue in beginning stages of partnerships where the initiating group is made up of people from more than one social identity group. One of the most important factors affecting trust is the degree of similarity and differences in the social identity groups represented by the participants. The greater the difference, the more significant the issue of trust is likely to be. And potentially, the greater the differences, the deeper the meaning

and richness of the partnership experiences, where trust will be developed.

It is obvious in many cultures that certain social identity groups are more highly valued and therefore privileged. Other groups are devalued and targeted for stereotyping, discrimination, and oppression. The disenfranchised groups in our culture have an accumulated history of victimization by many social institutions. Trusting a privileged group member may require extraordinary effort.

Certain predictable themes arise around disenfranchised groups in partnerships, and these need to be expected, planned for, dealt with in equitable ways, and embraced as opportunities for growth.

**Theme 1:** *Lack of trust often exists in partnerships where some of the members are privileged and some are disenfranchised.*

This shows up as unwillingness to make the first move or make oneself vulnerable. It may appear as an attitude of anger or defensiveness but often the underlying feeling is one of having been hurt. In this situation, someone in the partnership must challenge the assumptions by making the first move to share a personal experience. It helps the communication process by expressing reasons for feeling hurt and defensive. Inherent in the idea of a partnership is the desire for change and the willingness to take risks to bring about the desired changes. It is critical to share leadership among the people who trust the least and demonstrate a willingness to trust them.

**Theme 2:** *Disenfranchised groups have a his/her story of being isolated.*

This isolation takes the form of being excluded, ignored, denied access to resources and knowledge, kept separate, underserved, and persecuted. It is not surprising that members of disenfranchised groups feel most safe only with others from their own group. There may well be reactions of fear, skepticism, mistrust, and distance on the part of some disenfranchised group members. Successful partnerships among organizations whose members have different social identity backgrounds need to address these issues explicitly as early as possible to demonstrate that their identity and structure will be *multicultural*, and not recreate the dynamics most dominant and common in the larger society.

As part of the negotiation of the identity of the partnership, organizations that are different from one another need to be able to share their his/her stories, their contexts, their agendas, and their past experiences. They must be *heard* and *understood* by others in equal discussion to resolve conflicts in agendas and understand differences in perspective based on these his/her stories and contexts.

**Theme 3:** *Disenfranchised groups may tend to experience a certain degree of despair in any situation which may seem hopeful.*

For them, it is too much to think that this might work. Despair looks like fatigue, resistance, withdrawal, or "yes, butting." In a group with a high level of trust, members of the disenfranchised group may feel secure enough to pour out a sense of hopelessness that stems from his/her story and experience. The task of the partnership group is to find real grains of hope, examples of successes, and role models. It must seek non-polarizing agendas, set modest expectations, and try not to undermine itself from within.

**Theme 4:** *Disenfranchised groups have been kept powerless and some have internalized self-disparaging beliefs.*

Often when a disenfranchised group member attacks or challenges another member, it is a result of feeling powerless and expressing anger at that situation or at the person who appears to have power at that moment. Partnerships must encourage conflict management processes that include dealing with feelings as well as problem solving. Privileged group members must hear and understand the origins of such reactions and try not to take them personally; disenfranchised group members must vent those feelings in caucuses or meetings and try to name their reactions in connection to their his/her story and context.

# Trust-Building Through Valuing Diversity

Building trust involves taking a risk and being willing to share openly in the group. Trust has to do with overcoming people's resistance and fear while strengthening their belief that they can and should make a difference. Trust grows out of action. Some questions to ask about trust are:

- What do I need to know about someone in order to trust her/him?
- What do others need to know about me in order to trust me?
- What can I do to generate this knowledge?
- What actions demonstrate that I can be trusted or that I can trust someone?
- What do I, as my organization's representative, need to know about the other persons and their organizations in order to gain trust?

There are many kinds of diversity that are important in partnerships. However, in valuing cultural diversity in partnerships, there are two levels of awareness and understanding. The first level is the *cultural system of member organizations*; the second level is the *social identity of individual representatives*. Knowledge of these levels require a grasp and appreciation of the elements of ethnic cultures as well as organizational cultures, and the complex interaction of these two levels.

## Organizational Cultures

Organizations have their own patterns in their structures, functions, ideologies, and processes. For example, the demeanor and manner of workers, the decor and arrangement of offices, the rituals, practices, values, norms, and customs of an organization contribute to its cultural system. Organizations from different domains (business, cooperatives, human services, schools, etc.) will also have different cultures. Consequently, their representatives bring to the partnership the perspective and value orientation of their own organizational culture. Knowing member organizations in a partnership is to develop awareness of their individual cultures. (See Exercise V.5.)

Value differences have a potential for being overlooked and, to that extent, are perhaps even more likely to affect the outcome of a partnership than the more obvious differences. Undoubtedly, the dynamics of partnerships are fairly complex. Attempts to acknowledge, learn, and appreciate the cultural differences of member organizations help participants to understand one another better.

## Individual Cultures

Similar to organizations, partnership members have individual cultures based on their social identity, background, and experience. Members have to be recognized as individuals belonging to a particular social group. Their perspectives and assumptions will oftentimes reflect the value orientation of the social group. Value differences among members have to be recognized and accommodated. Subtle ones have a potential for being overlooked and are more likely to affect the outcome of the partnership.

Some members will come into the group with extensive experience and contact with groups different from themselves, while others may need to start at the beginning to understand the dynamics of the group and their own and others' reactions. For example, in partnerships where the purpose is related directly to bilingual and bicultural issues, it is important to be sure that the membership reflects a strong representation of language minority people and that other members have at least basic education and sensitivity to the minority language and culture. It helps to include groups whose goals explicitly address language minority issues, to have some of the other members possess minority language proficiency, and to do this at an early stage of partnership development.

These strategies will improve the chances of trust developing. However, it still requires the efforts of everyone to make members speak openly so that they may feel safe enough to take the risks of working together. The early impressions formed during the coming together stage can have a strong influence on whether targeted groups, language minority groups, and others see the partnership as a place where they can make a difference. It may be helpful to invite participants to first complete a survey of their own organization's diversity. (See Exercise V.5.)



## Exercise V.5

### Diversity Survey for Organizations

**STEP I.** Ask each member to fill out the following survey of their own organization and to draw conclusions about its results. Within each social group, choose one of the following descriptors which best estimates the composition of your organization's personnel.

1. Primarily members of this group (50% - 100%)
2. Some members of this group (25% - 50%)
3. None to a few members of this group (0 - 25%)
4. Don't know

	BOARD	ADMIN.	STAFF	CLIENTS
<b>GENDER</b>				
Women	_____	_____	_____	_____
Men	_____	_____	_____	_____
<b>RACE</b>				
Asian/Asian American	_____	_____	_____	_____
African American	_____	_____	_____	_____
Caucasian	_____	_____	_____	_____
Latino/Latina	_____	_____	_____	_____
Native American	_____	_____	_____	_____
Other:	_____	_____	_____	_____
<b>RELIGION/ETHNICITY/CULTURE</b>				
Buddhist	_____	_____	_____	_____
Catholic	_____	_____	_____	_____
Hindu	_____	_____	_____	_____
Jewish	_____	_____	_____	_____
Muslim	_____	_____	_____	_____
Protestant	_____	_____	_____	_____
Other:	_____	_____	_____	_____
<b>ABLE BODIED</b>				
Physically Disabled	_____	_____	_____	_____
Emotionally or Mentally Disabled	_____	_____	_____	_____
Other:	_____	_____	_____	_____

	BOARD	ADMIN.	STAFF	CLIENTS
<b>ECONOMIC CLASS</b>				
Wealthy	_____	_____	_____	_____
Middle class ("white collar")	_____	_____	_____	_____
Working class ("blue collar")	_____	_____	_____	_____
Poor	_____	_____	_____	_____
<b>AGE</b>				
Children (under 18)	_____	_____	_____	_____
Young adults (19-30)	_____	_____	_____	_____
Middle aged (31-50)	_____	_____	_____	_____
Mature (51-70)	_____	_____	_____	_____
Elders (over 70)	_____	_____	_____	_____

(Identity characteristics of other social groups should be included only if it is appropriate and relevant to the partnership situation.)

**STEP II.** Share these self perceptions of organizational social identity make-up among the other members. Dialogue resulting from this sharing can further enrich and reinforce the basis for continued development of reassessing membership, sharing expectations and concerns, and building trust.



## **Exercise V.6**

### **Developing Intercultural Awareness of Member Organizations**

A basic strategy for developing awareness of each others' organizational culture is to share the perceptions, or perhaps misperceptions, you have of each other. The purposes of this exercise are to develop better mutual understanding and to explore the perceptions the partnership group has of each others' organizations. Follow these steps:

**First**, divide the partnership organizational representatives into pairs. Then have each member develop lists responding to these three statements:

1. The qualities or attributes that best describe my organization are . . . .
  
  
  
  
  
  
  
  
  
  
2. The qualities or attributes that best describe my paired organization are . . . .
  
  
  
  
  
  
  
  
  
  
3. I think the qualities or attributes that my partner will list to describe my organizational qualities are . . . .

**Second**, have members, still working in pairs, share their perceptions or misperceptions. Then, have them discuss, analyze, and review the reasons for any misperceptions by responding to these questions:

- How did these perceptions occur?
- What may have contributed to any misperceptions?

**Third**, have one of the pairs share the results of their discussion with the large partnership group with regard to any common misperceptions, including the reasons how and why misperceptions occur.

**Fourth**, as a partnership group, develop a specific plan of action to learn more about each others' organizations to improve intercultural awareness.

# Trust-Building Through Knowing the Dimensions of Power

Power is the capacity to influence others (hopefully in positive ways). Several sources of organizational power are relevant to partnership negotiations. These are possible dimensions of power in an organization.

- DIMENSION 1:** *Materials/Funds.* Having desirable material and monetary resources means power to control. In addition to funds, this form of power can include use of space, buildings, equipment, and other types of physical objects.
- DIMENSION 2:** *Legal position.* Examples often include authority coming from government or grant-related connections, and may affect a partnership through official mandates to "work together".
- DIMENSION 3:** *Status.* Status and position in one of the organizations translates into power. Someone's prior leadership role in an organization provides the perception of power in the negotiation of a partnership. This form of power often is related to another form --- special access to important information. But others not seen as having high status may actually have greatly needed information that is not easily available to others.
- DIMENSION 4:** *Access.* Access to other organizations and influential community people is an important power dimension. While this is often related to power due to status, again, there are many of these access resources available to a partnership through members having special his/her stories and connections.
- DIMENSION 5:** *Skills.* Members can have quite different forms of expertise that the partnership needs and that often are not part of the skills held by those seen as having "power due to status". One example is the person who has creative ideas--a very powerful resource.
- DIMENSION 6:** *Personality.* The persuasive power to influence others due to qualities of high energy, charisma, magnetism, wit, etc. may be turned to good use in a partnership setting. Connected here is the power of someone's time available to contribute to a partnership.

Power can thus be seen as a many splendored resource to a partnership. In fact, a central motive for organizations to form partnerships lies in this richness of power that can be turned into mutual advantage.

## Exercise V.7

### Identifying Sources and Distribution of Power

**PART 1:** Think of key stakeholders in your partnership and ask who is especially strong in each of these dimensions of power. There may be several different people, or you may discover that there is no one in one or more particular dimensions. In that case, you may want to enlarge the membership to find someone who has the kinds of power your partnership needs. List the stakeholders and then give examples of the dimensions of power that they possess.

Stakeholders	1 Materials/ Funds	2 Legal Position	3 Status	4 Access	5 Skills	6 Personality
1. your organization						
2.						
3.						
4.						
5.						
6.						
7.						

Now ask the following questions about the stakeholders and resources you just listed:

1. Think about your members and your purposes. Are there disenfranchised group members who should be on this list?
2. Even if your purposes have nothing to do with issues directly related to disenfranchised group, is there adequate diversity of background and culture among the key stakeholders?

Differences in the distribution of power and resources among member organizations may result in competing interpretations of the problem and different views on who should be involved in the partnership. Participants must feel that their needs and concerns can be voiced and heard, and that the influence they wield is equal to the commitment they have to make.

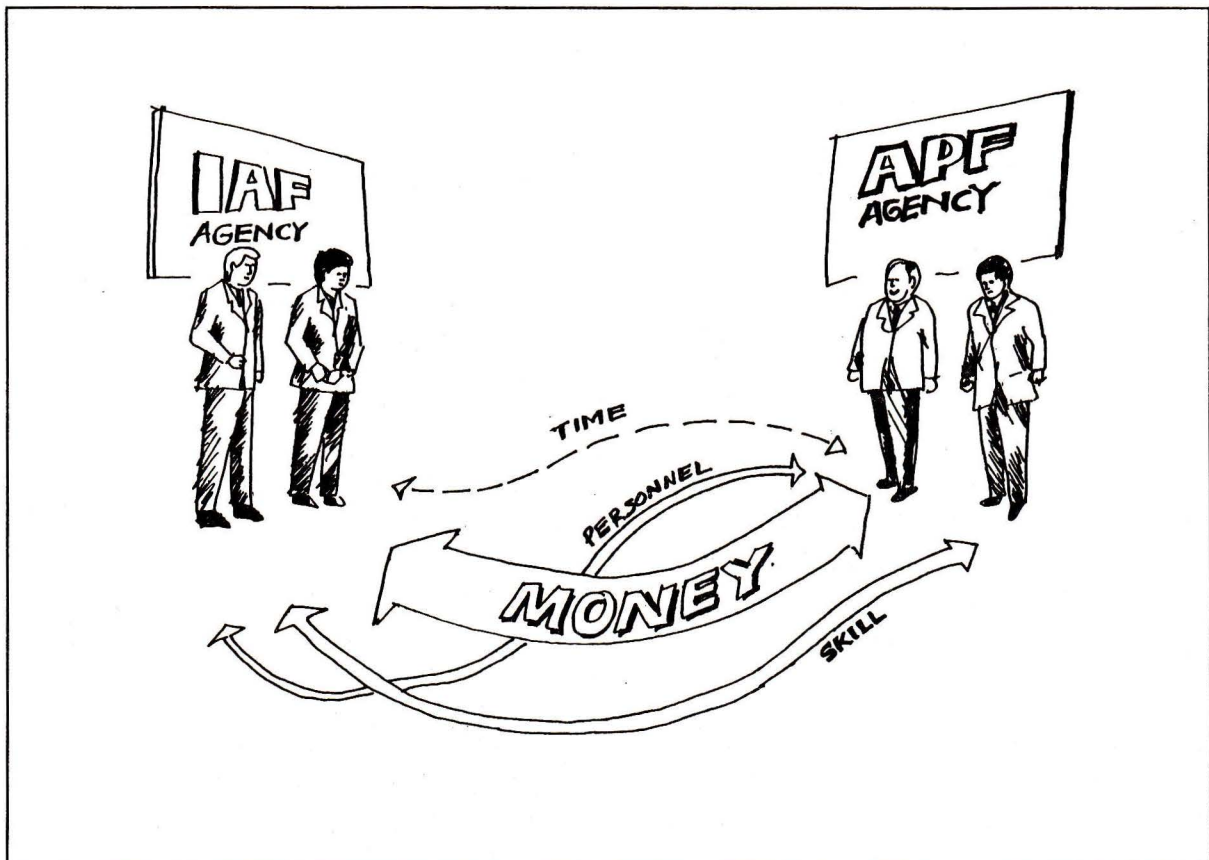
**Part 2:** Following is a graphic way to share across organization perceptions about the partnership relationships among the members. Using newsprint or butcher paper, each representative constructs a rough picture/diagram/chart of the many interconnections among the member organizations and the partnership seen as a separate organization

For example, connecting lines can have arrows; lines may suggest stronger and weaker or absent degrees of intensity connectedness; geometric shapes can vary in size or configuration to suggest differences in perceived power, resources, or involvement; accessory or tentative stockholders can be pictured as peripheral; etc. Imaginative symbols, signs and drawings can suggest within and across organization dynamics of members' relationships. Interesting or unusual connections can highlight significant personal, interpersonal, and group situations.

Don't forget to build in the influence of highly relevant environmental factors of the community, regional, national, and even international forces

When these creations are shared (posted perhaps on the meeting room wall), the members can have a fresh and fun way for sensing one another's ideas, structures, and processes of their partnership. One result can be a basis for further trust-building and understanding, leading to an enhanced sense of identity.

**Example:**



## Methods of Decision-Making

When negotiations over problem-identification have reached the point of alternative choices, decision-making techniques are needed. The difficulties one faces in decision-making policies and processes in a single organization are compounded in partnership settings. There are varied, even conflicting, ways differing organizations handle the decision-making issues of distribution of power, leadership styles, type of hierarchical structures, and traditions for reaching closure.

One way to look at these decision-making issues is to compare differing systems or methods.

Decisions by:	Characteristics of each method	Most appropriate leadership style
A Minority	One person or a minority has the responsibility for closure.	Autonomous
A Majority	After discussion by the total membership, a vote by the majority brings closure.	Facilitative and Assertive
Consensus	After most have agreed on a position, and after varied alternatives have been explored, those who still disagree accept the decision and will not obstruct.	Facilitative

For important decisions in a partnership setting, the consensus method offers the best chances that the decision will actually be carried out. The other two methods can be useful when the decisions are not complex or highly value-loaded, and when it is not useful to spend a significant amount of time to reach closure. When the decision involves the cooperation of the partnership members in terms of contributing their varied resources, and where value differences and concerns are seen as important, the time and effort invested in the consensus method will pay off in reduction and management of future conflicts.

There are connections between the methods of decision-making and leadership styles. In general, two main styles can be distinguished: the autonomous and the facilitative. The former style is usually tempered by the leader seeking advice and encouraging questions. This style is a good fit with the minority method of decision-making. The facilitative approach fits both the majority and consensus method of decision-making, with the leader being more assertive in the majority method. The facilitative form of leadership is especially useful in partnership settings since the members are, after all, leaders in their own organizations. Also, the leadership techniques required to help move along decisions, using the majority and consensus methods, are quite different from the minority method. Both the majority and the consensus methods require much patience, listening, continued focus on a given theme, melding positions, and encouraging all to contribute.

## Empowerment Through the Decision-Making Process

Developing specific objectives and related tasks can create heightened energy among the members. Some of this energy can be seen as motivation to "act rather than just discuss," and some can be seen as arousal over "who is in charge here."

A significant element of this phase in the partnership is the importance of the group's decision-making process. Especially prominent are power concerns over possible differences in influence among the members. Frequently, power differences become evident as decisions are made about selection of objectives, appropriate tasks, contribution of resources, and allocation of responsibilities. Given that conflicts over differences in power are potentially beneficial, as well as potentially dysfunctional, conflict management again becomes a priority for the group.

As mentioned in the previous sections, traditionally devalued, disenfranchised groups may have a his/her story of being powerless and perceiving themselves to be powerless as well. We want to reemphasize that often, at this phase, there will be challenges from group members, anger over past experiences, and attacks aimed at the leaders, who are perceived to be powerful. It is important to recognize these events as natural parts of the process, and to talk about them and their connections to past experiences as openly as possible. It helps to forecast them before they arise, and to set up procedures for venting feelings, anticipating fears, caucusing in identity groups, and

problem-solving once the heat of the moment has passed.

Leaders may need to remember that this kind of conflict means that the atmosphere they have facilitated is at least safe enough for previously disenfranchised members to express their true concerns, and that therefore they have done a good job. It is difficult to not personalize the challenges. However, if venting is managed sensitively, this experience can increase the group's trust level and the effectiveness.

Differences in power among member organizations may influence the partnership's decision-making. Empowerment of all members may mean working out systems of mutual influence within the partnership and working out reciprocal agreements among members.

Many unusual power situations are possible within the partnership. It could happen that two members who traditionally, in their "back home" organizations, are in unequal power positions find themselves in equal positions in the partnership's structure. They may even be in reverse positions of power within the partnership, causing conflicting stresses, fears, or discomfort.

A closely related power issue has to do with how much autonomy and power each member organization's representative brings to the partnership decision-making process. Representatives who must continually refer back to "home base" before they can take stands or volunteer resources dilute their own influence over partnership decision outcomes. It may become apparent that some organizations have delegated representatives who are not in powerful enough positions to be sufficiently useful in the overall purpose or the specific tasks. This situation is far from ideal and will not maximize effective power dynamics.

If this is the only way for some organizations to be a part of the partnership, this situation calls for excellent communication skills and liaison work on the part of the members who represent those organizations. They must provide frequent and detailed reports to their "back home" organizations, ask and answer questions very specifically, and be sure to clarify in the partnership the degree to which they do (and do not) speak for their organization.

Managing power issues and conflict can seem difficult and risky, but most often that is because we have come to think of power and conflict as bad or undesirable forces. This image leads us to avoid direct discussions, or choose one of many polarized responses (fight or flight, victim or tyrant, win or lose). An important first step toward more effective management of power and conflict is to see these issues as opportunities, not problems, and to use them to practice being clear and direct. What seems most important is that power relationships must be established in a way that each member organization's boundaries are respected while still enabling the partnership to accomplish its purpose.



## Exercise V.8

### Assessing Decision-Making Process

In the majority and consensus methods of decision-making, the facilitative procedures used can sometimes run into less than useful results. The following is one way to check on the decision-making procedures. Each member estimates her/his sense of how the decision-making procedures are progressing, by assigning the appropriate number to each item below:

1. Usually the case
  2. Sometimes the case
  3. Seldom the case
- 
- A. \_\_\_\_\_ One or a few persons do most of the talking.
  - B. \_\_\_\_\_ It is very unclear what issue we are discussing.
  - C. \_\_\_\_\_ The future implications of what we are trying to decide are ignored.
  - D. \_\_\_\_\_ One person suggests a way to bring closure and we act as if that's the decision.
  - E. \_\_\_\_\_ There is no end to the discussions, with no decisions made.
  - F. \_\_\_\_\_ The meeting ends as if a decision is made, but no-one knows what it is.
  - G. \_\_\_\_\_ There are several issues needing decisions, all mixed together.

Make a quick tabulation of the members' responses on newsprint and use the data to help monitor future decision-making procedures.

## Exercise V.9

### Consensus Decision-Making

Using the consensus process maximizes the participation of partnership members in the decision-making. It also lessens the influence of a leader or a few majority leaders who may tend to swing the decisions in their favor. Follow these steps to achieve a consensus decision-making procedure with your partnership group.

1. Describe and define the problem, situation, or issue that needs a decision.
2. Brainstorm a list of possible solutions/alternatives.
3. Review, change, consolidate, rewrite, and set priorities.
4. Make a decision by consensus.
5. Implement the decision **WHO** will do **WHAT** by **WHEN** and **HOW**.
6. Evaluate the results of the decision.

## Guidelines for Consensus

Use these guidelines and hints to help your partnership group in the process of consensus decision-making:

- **Modify the problem-solving/decision-making model to fit your own group**, its needs, and the type or importance of the decision to be made.
- **Think about using committees** to gather and present relevant information for a particular decision. It saves time.
- **Attempts to satisfy objectives** are better than efforts to block consensus. Since there is a great deal of power invested in every member, that power must be used sparingly and in a responsible manner.
- **Beware of the time pressures** by planning ahead for enough time to develop consensus on vital decisions.
- **Be aware of members who have difficulty expressing their ideas**, especially members with linguistic and cultural differences, and have facilitators help out.
- **Always be looking for the common ground** where members can begin to agree on something and work from there.
- **Don't take the attitude that a meeting is a competitive event** where someone has to win and someone has to lose.
- **Avoid arguing for your point of view.** Present your views clearly and logically and then listen to what others have to say.
- **Don't resort to conflict reducers**, such as bargaining, majority votes, or flipping a coin. Work it out.
- **Don't be afraid of differences.** It's natural for people to disagree and have differing points of view.
- **Don't change your mind or withdraw an objection simply to stay away from conflict.** Be aware of the implications of a decision, and be aware of group conformity and pressures.
- **Seemingly irreconcilable differences can be worked out** if people talk freely and honestly and try to listen and understand all sides, including your own.

Source: Bob Blagi, *Working Together: A Manual for Helping Groups Work More Effectively*, Citizen Involvement Training Project, University of Massachusetts: Amherst, MA, 1978.

## Interpersonal Dynamics

Interpersonal dynamics play a key role throughout the life of a partnership. Because there will be little agreement at this early negotiation stage on a clear task, identity, and how power should be negotiated, this is often a developmental stage marked with interpersonal ambiguity and conflict. Here again, there is a great likelihood that social identity differences will be more marked and significant than within the separate participating organizations.

In addition, representatives' credibility based on power position in their own organizations will not be automatically accepted by members of the partnership. Usually it is earned and then negotiated within the partnership based on competence and experience. It is imperative that partnerships expect, tolerate, and manage these conflicts and differences effectively if the partnership is to survive and be successful.

The dynamics of interpersonal interactions among partnership members are especially significant when these are expressed as conflict. Conflict usually arises when members' different interests are perceived as being in opposition. While expressing conflict can be uncomfortable, conflict itself is not necessarily negative. There can be a useful level of differing interests, as well as too little or too much conflict.

There are many cases of partnerships where conflict is avoided due to personal discomfort or fixed notions that all conflict is destructive. By ignoring the conflict, the members settle for "don't rock the boat" as a model for personal interaction. The result can be a much reduced level of involvement and relatively meaningless partnership outcomes. Partnerships formed largely for public relations purposes often use avoidance behavior toward conflicts among members.

Still, the differences in member interest can sometimes lead to a no-win situation for all concerned. At best, a pattern of corrosive interaction leads to distrust and to disruptive strategies. Members may find that they are drawn into endless and often fruitless negotiations having little to do with the partnership's basic purposes. Ending the partnership efforts may save energy for future parallel attempts.

When seen as useful, conflict can energize the partnership members to create new solutions that transcend differing interests, generate further resources, and enrich the range of ways that members perceive their worlds.

# Empowerment Through Managing Conflict Effectively

Any partnership that addresses a really significant concern, problem, or challenge will have internal conflicts. The sources of these conflicts are often more complex and more challenging to address in partnerships than in single organizations. At the direction-setting, trust-building, and empowerment stage, these conflicts can become quite evident.

Conflict within and between organizations has traditionally been viewed as a negative event. While often frustrating, even anxiety- or fear-producing, conflict can have useful outcomes. The positive consequences of conflict lie in helping the partnership members make explicit efforts to uncover differences among themselves. In many instances, these differences will enhance the meaning and usefulness of the partnership. Such differences can be a major source of strength for a partnership's existence. The strategies for encouraging useful conflict include such skills as enhancing interpersonal communication, sharing perceptions and misperceptions, and exploring together why a given conflict is being avoided. The use of "third-party intervention" is also helpful in some situations.

More difficult to cope with are conflicts that are dysfunctional. If not addressed, these conflicts can greatly reduce the usefulness of the relationship among organizational members, or can even be a major reason for the partnership's failure to get to the structure and operations stage. As explored in previous sections, partnerships that need to bring together organizations representing ethnic, class, and other

background differences are especially prone to develop dysfunctional conflicts.

There are four patterns that partnerships might use when addressing a negative conflict situation.

- **Avoid confrontation.** The first pattern is played out when one or more member organizations decide to ignore the existence of the dispute, or even decide to leave the partnership. There may be situations where this approach is the best way to go, especially if no other pattern seems possible.
- **Delay confrontation.** A second approach is to consciously delay confrontation or decide to put certain conflictual issues aside, so that other agreed-upon partnership concerns can be pursued.
- **Manipulate for a solution.** Occasionally, a third pattern develops in which one or more partnership members use "illicit" power (through funds, legal maneuvers, connections, etc.) to unilaterally force a resolution of the conflict, even though there is no overall acceptance. This short-run "solution" has a win-lose characteristic. It will almost always lead to even more difficult conflicts in the long run.
- **Negotiate for a solution.** A fourth pattern called negotiation has the widest application for a varied range of conflict situations in partnerships, and has the best chances for a win-win outcome.

## Excercise V.10

### Collecting Data on Sources of Conflicts in a Partnership

Some of the possible sources of conflicts in partnerships can include: value disagreements, personality conflicts, communication misunderstandings, doubts about the need for the partnership, confusions over differing degrees of members' autonomy, and power differences. The chart below can be used when there is some evidence or feeling of conflict.

The left side of the chart lists typical sources of conflict due to members' differences that occur during the development of partnerships. The right side of the chart provides a rough rating estimate of two factors: 1) is this an example in our partnership; and 2) how important is this item.

Partnership members check the **Agree** or **Disagree** box under the **Exists** Column, and then check the level of importance of any items marked as **Agree**.

Examples of Possible Conflict Sources.	Exists		Level of Importance		
	Agree	Disagree	Low	Moderate	High
This is a source of conflict because of member differences as to:					
degrees of autonomy to act independently from the home-based organization					
perceived power to influence decisions					
the importance of resources received or expected from each organization					
how little some members know about the partnership					

<b>Examples of Possible Conflict Sources</b>	<b>Exists</b>		<b>Level of Importance</b>		
	<b>Agree</b>	<b>Disagree</b>	<b>Low</b>	<b>Moderate</b>	<b>High</b>
the acceptance of the partnership's purpose and objectives					
what strategies to use to achieve the objectives					
members' perceptions of other members' competences to contribute constructively					
the "real" or "hidden" motives of other members					
the interpersonal styles					
the impact of the external environment on the partnership					
others:					

## Exercise V.11

### Negotiating Differences in Partnership Conflicts

This exercise assumes information has been collected on the sources and focal points of a partnership conflict situation (see Exercise V.10). The purpose now is to attempt the management and/or resolution of the conflict. Two principles in this exercise serve as guides for strategies.

- The processes must encourage open communication.
- Ways of negotiating differences should result in meeting at least some of the needs of all parties.

- Step 1:** *Choose a partnership member who is seen as neutral concerning the conflict to serve as a process observer.* The role of this observer can vary from keeping time, to offering clarification remarks, to suggesting possible ways to manage or resolve this conflict. It is important, however, that all parties agree upon the process observers' role.
- Step 2:** *Select a specific conflict that is important to the partnership and the parties concerned.* Members representing the differing positions of the conflict meet in a congenial space. If this is the first time the partnership has consciously tried to address a conflict, it is wise to choose a relatively "easy" situation.
- Step 3:** *Have members of each conflict position present their position without interruption.* While one party speaks, the opposite party takes notes to help them recall what was said. This provides an opportunity for both sides to clarify their point of view, and have the other party understand that point of view.
- Step 4:** *Have each opposing party paraphrase the other side's explanations or point of view.* This effort to understand more clearly and fully one another's position often results in useful management of the conflict. However, sometimes more work is required.
- Step 5:** *Start an open dialogue for questions, more information, and further explanation.* This helps ensure that each side understands one another. As the dialogue continues, it is necessary to move beyond explanations. This would require two interacting skills: both parties should behave assertively and cooperatively.

Note: The *assertiveness skills* are used to make clear one's personal position and to help the other party know where one is coming from. The *cooperative skills* make clear that one does understand the position of the other party. It is especially important that both parties see their conflict within the larger context of the transcending purposes and objectives of the ongoing partnership development.

This more prolonged and intense dialogue will usually provide the climate that results in the parties creating ways to bridge any significant differences.

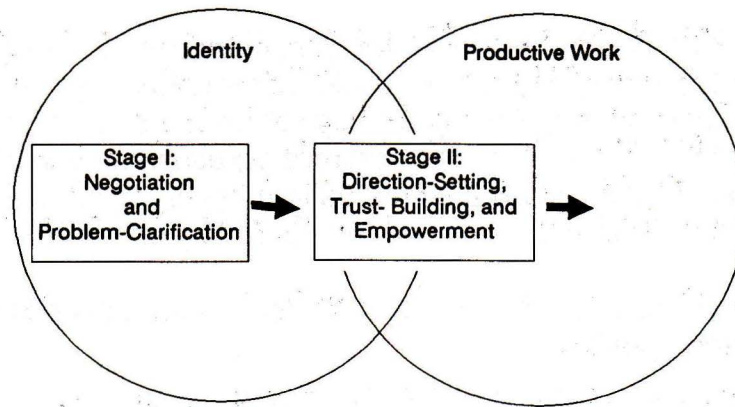
**Step 6:** *Summarize both positions emphasizing major points of each party's point of view.* Provide an opportunity for each party to correct misinformation or further clarify some points.

**Step 7:** *Initiate process for a possible solution, compromise, or agreement.* Oftentimes, resolutions can be easily achieved through negotiation. In some situations, the differences may still be too dysfunctional for the health of the partnership. No workable agreements, compromises, and alternative solutions are created to meet highly important needs of the parties. This impasse can be "managed" by one of two ways:

- One position is willing to live with decisions on conditions that favor another position.
- Both sides, and the total membership of the partnership, agree to live with unresolved conflict.
- In extreme situations with conflicts of pervasive importance, one or more organizational members may feel they must withdraw from the partnership.

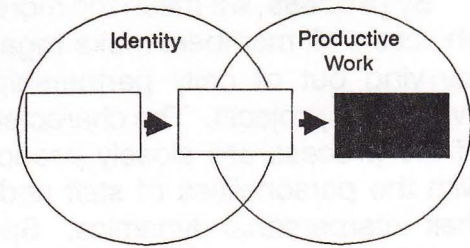
**Step 8:** *Summarize the outcomes of the negotiation between parties.* Regardless of the results, the partnership members ought to leave the negotiation process with a better understanding of and a feeling of mutual respect for each other's position and decision.

The negotiation/problem-clarification stage and the decision-making/trust-building/empowerment stage have established working bases for the large issue of partnership **identity**. The two stages have also provided the grounding for the issue of **production work**. This issue becomes engaged most directly during the third phase of structures and operations.



# Chapter VI

## Stage 3: Structure and Operation



CONTENTS	EXERCISES
<ul style="list-style-type: none"> <li>• <b>Part I:</b> Structures and Processes of Partnerships <ul style="list-style-type: none"> <li>Structures: Formats, Roles, and Agreements</li> <li>Processes: Planning, Communicating, and Administering</li> </ul> </li> <li>• <b>Part II:</b> Issues Related to Maintaining the Structure and Operation</li> </ul>	<ul style="list-style-type: none"> <li>VI.1 Purpose, Structure, and Process</li> <li>VI.2 Balance of Power and Autonomy</li> <li>VI.3 Balance of Responsibility</li> <li>VI.4 Adequate Resources and Membership</li> <li>VI.5 Essential Management Skills</li> <li>VI.6 Monitoring Our Development</li> </ul>

At the structure and operation stage, the partnership has a much more tangible life of its own. It has an outward impact not only on the participating organizations, but on the forces, norms, trends, people, and organizations that are its larger environment. The partnership has become a force of mutual influence in the community. As it achieves some measure of success in addressing its overall purposes, it gains a strengthened sense of identity that is distinctive from the identities of the participating member organizations.

As agreement is reached concerning clarification of the problem that the partnership is going to address (Stage I) and as decisions are made about specific objectives and related activities (Stage 2), operations for organizational structures and processes (Stage 3) take on central importance. By **structure** we

mean the more permanent characteristics of the partnership. These have to do with: formal and informal agreements; patterns of rules, roles, and communication; degrees of control over decisions; personnel policies; partnership staff and built-in modes of evaluation for the ongoing operations.

The structure of the partnership transcends or persists, even if the operational staff change from time to time. A metaphor for the structure of a partnership is the framing of a house, its floors, the size and placement of rooms, the installation of water, heat, and electrical systems, the arrangement of doors and windows. These are fairly permanent features of the house that affect the daily operations of the inhabitants and that tend to persist even as changes occur in who lives in the house.

By **process**, we mean the more fluid choices staff members make regarding carrying out of daily partnership activities and projects. The characteristics of the process are closely associated with the personalities of staff and with their interpersonal dynamics. Specific ways of carrying out leadership, conflict management, and communication are all examples of processes. In the house metaphor, process emphasizes the ways the occupants use the house structures for their daily life functions: the room assignments for privacy; the space arrangements for accessibility; the use of windows for solar heat, etc.

There are two parts in this chapter:

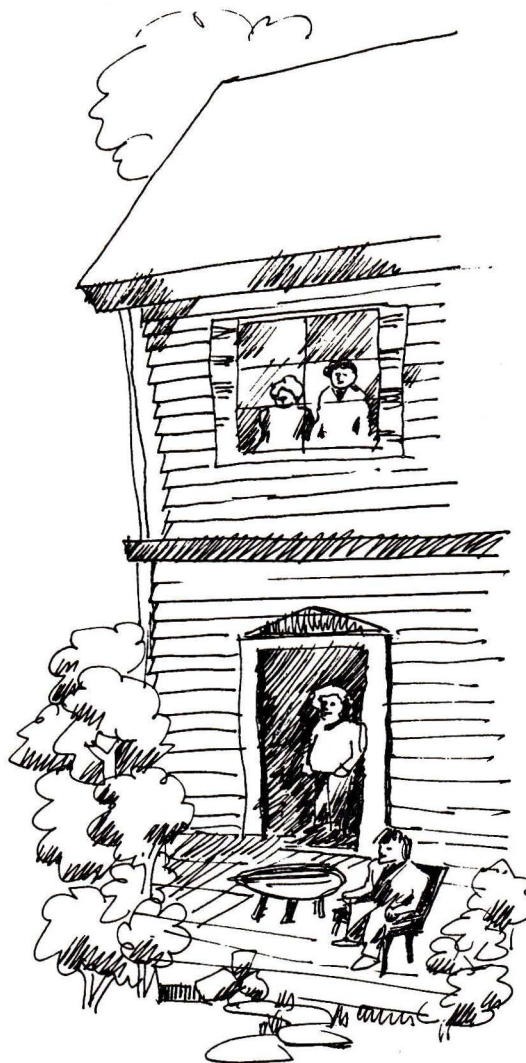
**Part I** elaborates on the structures and processes of partnerships, given their stated purposes. The elements of structures such as formats, roles, and agreement and the processes of planning, communicating, and administering will be described. Partnership settings often involve structures and related processes that are somewhat different from those used by member organizations.

**Part II** defines issues related to maintaining operations and structures in partnerships. These issues include balance of power and responsibility, adequate resources and membership, essential management skills, appropriate evaluation mechanisms, and long-term planning. Again, what helps make partnerships operate effectively is the resolution of these issues in ways that are different from those used by the member organizations.

Parts I and II contain pertinent information on what your partnership must accomplish and how it operates. Both

are critical to the functioning of your partnership.

This chapter is most relevant to partnerships which are more tightly linked (coordination and collaboration partnership types).



# Part I

## Structures and Processes of Partnerships

There is a continuum of structures for partnerships which correlates with the three types of partnerships mentioned in Chapter I. This continuum runs from very loosely linked to very tightly linked. The looseness/tightness of a partnership's structure should correspond with its purpose and processes. No one structure is better than another, but success can be a function of the appropriateness of the match.

Position on the continuum is determined by how much structure is needed.

NETWORK	COORDINATION	COLLABORATION
Loosely Structured	Mid-Range	Tightly Structured
<p>If the purpose of the partnership is to share information, communicate or develop ties between individuals and organizations, create mutual support, or learn about each other, <b>then</b> an informal <b>loose structure</b> may be the most appropriate.</p>	<p>If the partnership's purpose is to avoid duplication of some services, share resources, supplement each other's efforts on a particular issue, or coordinate an event, <b>then a mid-range</b> of structural tightness is called for.</p>	<p>If a partnership calls for members to involve organizations in a complex task, accomplish a goal, create a team, or solve specific problems, <b>then a tighter structure</b> with clear paths of communication, and job assignments would be in order.</p>

The sections on the following pages illustrate in detail some of the differences in structural organization as they exist in actual organizational partnerships.

## Examples of Structure

**Network:** *An example of a network could be a statewide partnership which serves community-based environmental programs. While the methods of service delivery are different, the members share a common goal: quality programs for individuals and communities. The need of the members is to communicate with one another. The major focus is to exchange information and to work on statewide issues concerning legislation impacting on members. Because of the large number of private and public facilities involved, a great deal of flexibility and member autonomy is necessary.*

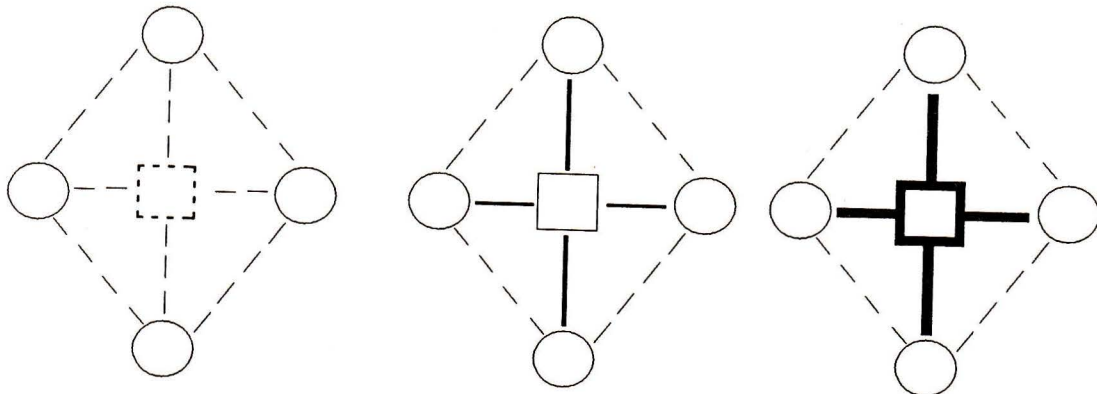
*Communication methods include a quarterly publication, frequent mailings on specific issues, telephone calls, luncheons, and regional meetings. The membership units elect members to its governing board, which then facilitates the information flow. Leaders act as facilitators for the group. Since the main focus of the members is on communication and learning, this loosely structured network "fits the bill." Many networks have much less involved activities, so this example could be seen as half-way along the continuum towards coordination.*

**Coordination:** *In response to a new state law, the Director of Social Services of a human service agency found herself in an interesting situation. Social workers licensed by the state were required to accumulate 40 continuing education units each year in order to maintain licensure. A mechanism was set up by the director that would allow 14 social workers to gain these units at a reasonable cost of time and money. She contacted her counterpart at another agency who had the same problem. Neither organization had the finances and space, nor the professional competencies to operate the project alone. What resulted was a structural arrangement to fit the purpose of the linkage. The two organizations contracted with a local private college to provide classes to social workers of both agencies. The agencies shared the cost of the classes as well as the physical space and cost of reproducing workshop materials. The directors had the specific roles of coordinators for their agencies and were responsible for formally arranging the project for the social workers. Conflicts were resolved by the Directors of Social Work and the decision as to what courses would be taught was made by the directors, the social workers involved, and the college teachers.*

*In order for this partnership linkage to work, a more formal arrangement was necessary. Its purpose was to eliminate the need for duplicated courses being taught in two places, to share financial and material resources, and to accomplish a task in a more efficient manner. Each of the three participating organizations had to relinquish a little of their autonomy.*

**Collaboration:** *This partnership linkage involved an urban school system, several local universities, and several businesses working together over a period of several years. The purpose of this collaborative effort was to accomplish a major community task: to provide quality education to urban students which would prepare them for the world of work or college. All members of the collaborative believed in the importance of the project and held a shared vision. An elaborate structure was established, which included the mayor and city officers, a steering committee consisting of representatives of both formal education and industry, the local school board, and ten task forces, each with a sub-goal to accomplish. Power and leadership were held by the city officials and the CEOs of the local industries, with less power vested in the educational institutions.*

Communication was frequent through written memos, letters, newsletters, articles in local newspapers, and formal meetings. Conflict was managed by the leadership. Project ideas had to receive formal approval by the school board. Different constituencies had to be satisfied. In order for this partnership to work, a tight formal structure was necessary. Someone had to take responsibility, arrange for major funding of projects, and insure that work was being completed. A permanent paid staff was required to maintain the partnership. Each participating organization made considerable home-based adjustments in order to make the partnership function effectively.



## **Structures: Formats, Roles, and Agreements**

### **Format of Partnerships**

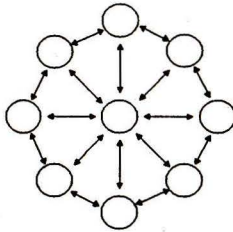
One of the several differences between operating a single organization and a partnership lies in the fact that a partnership will often have purposes, structures, and processes that differ from those of the participating member organizations. Partnerships can use organizational charts as tools to visualize the basic structure of the partnership. These charts show how the member organizations are organized in relation to each other and to the partnership. The charts also diagram the lines of responsibility for decisions. The degree of looseness/tightness will usually affect its structural format. The diagram in the following page illustrates examples of differing structures a partnership can choose to adopt. For a partnership with simple tasks, the ties among its representatives are very informal and loose. As the partnership begins to take on more complex tasks, a choice has to be made as to how it should be organized.

These forms could be circular, lower-level hierarchy or higher-level hierarchy. We present a diagram for each form and some of its basic elements so that you'll have a picture of how a partnership can be organized.

In our experience, we find that some partnerships have structural formats that are not appropriate for their purposes. For example, some network partnerships with simple purposes use too formal a format, while collaborative partnerships with complex purposes use too informal formats. In your own situation, you may find it helpful to discuss options in your partnership group and then choose the appropriate structure. After describing the connections between your partnership's purposes and processes, Exercise VI.1 will help your group see the relationship between the purposes, structures, and processes of your partnership.

# Format of Structure

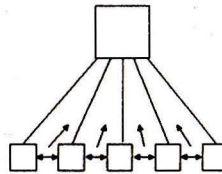
## Circular



- decisions fully shared across the membership
- emphasis on interpersonal relations
- power fully shared
- communication flows across membership

(Especially appropriate for **networks**.)

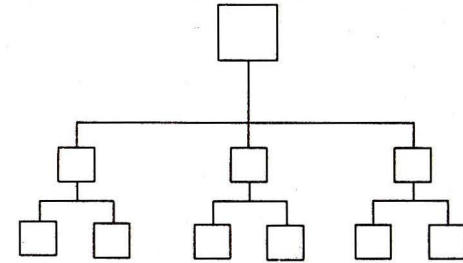
## Lower-Level Hierarchy



- decisions shared between the partnership and the membership
- emphasis on problem-solving approaches
- power somewhat decentralized
- communication flows equally up and down
- mutual exchange interaction

(Especially appropriate for **coordination**, but could try the circular format.)

## Higher-Level Hierarchy



- decisions more from the partnership and less from the membership
- emphasis on clear structural, functional approach; task oriented
- power more centralized
- communication flows more from top down
- chain of command interaction

(Tends to be used for **collaboration** but runs into problems in partnership situations; better to use the lower-level hierarchy format; difficult to use the circular format except in special settings.)

## Roles and Responsibilities

Well established partnerships often have paid staff. Others rely on their representatives to do the tasks. Whether these people are paid staff, volunteer representatives, or a combination of both, consideration must be given to the issue of roles and responsibilities. Again, the staffing pattern is affected by the structure of the partnership: less well defined roles in a loose structure and more clearly defined roles in a tighter structure.

Staffing your own partnership will depend on what the partnership has to accomplish and on your choice of the partnership format. The following are two staffing patterns that most partnerships use when the purpose is complex and the structure is fairly tight.

- **Management and Support Staff** - This more familiar staffing pattern is usually composed of a management team (director, coordinator, program coordinators) and a support staff (secretary, assistant coordinators, interns, volunteers).
- **Committees or Task Force** - This pattern depends on staff formed into committees or task forces to accomplish a particular purpose or task and is then dissolved. Staff are constantly regrouped into differing committees or task forces depending on the partnership tasks at hand.

## Bylaws and Agreements

Partnerships develop more explicit bylaws and agreements as their type of structure becomes more formal. These agreements provide guidelines on how a partnership operates. Networks tend to rely on informal, verbal agreements. In coordination, some kind of written guidelines and formal agreements may exist. Partnerships in collaboration function according to written bylaws and guidelines, sometimes even legal documents, which are based on the purpose of the partnership.

In your own situation, determine whether it's appropriate to have bylaws and agreements. If the purpose and format of your partnership calls for something complex and concrete, then your group has to discuss and determine the bylaws, policies, guidelines, and agreements appropriate for your partnership.

- **Content of Partnership Bylaws** - name of partnership, mission statement or purpose, membership, policies and procedures, annual meetings, amendments, etc.
- **Forms of Contractual Agreements** - agreement certificate, legal arrangements, memorandum of agreement, etc.

## Exercise VI.1

### Purpose, Structure, and Process

The following analytical chart can help your partnership gather information about the appropriateness of its structure to its purpose and can give specific guidance as to what processes most clearly match the purpose and structure you have. The "scores" for comparing the purposes, structures, and processes should be seen only as rough qualitative indicators, to be modified by the unique characteristics of your partnership.

Networks seldom have coordination or collaboration characteristics. But, the more tightly structured part of the continuum may include characteristics as subsets of the looser part of the continuum. If the scores are similar for the columns, it is likely your partnership is closer to the more tightly structured part of the continuum.

**STEP 1:** Begin by choosing one of the three items running horizontally across the columns and mark an **X** in only **one** of the boxes that **best** describe the **purpose** of your partnership. Continue in the same manner for the remaining three items. Count the total in each column. Note if a column accumulated more **X**'s than the others--this may represent your linkage type, and can be used in the next chart to check out matching structure and process.

<b>NETWORK A</b>	<b>COORDINATION B</b>	<b>COLLABORATION C</b>
<input type="checkbox"/> To exchange information	<input type="checkbox"/> To ensure there is less duplication of services	<input type="checkbox"/> To accomplish a very complex task, over an extended time period
<input type="checkbox"/> To operate in a more rewarding way	<input type="checkbox"/> To operate more efficiently	<input type="checkbox"/> To operate in new ways
<input type="checkbox"/> To exchange non-material resources	<input type="checkbox"/> To share some material resources	<input type="checkbox"/> To share and create new material resources
<input type="checkbox"/> To explore/learn/extend one's personal horizons	<input type="checkbox"/> To explore more meaningful connections with other organizations	<input type="checkbox"/> To construct strong connections with other organizations
<hr/>		
<input type="checkbox"/> = Total of column A	<input type="checkbox"/> = Total of column B	<input type="checkbox"/> = Total of column C

**STEP 2:** Now let's look at **structure**. Generally, both structure and purpose should relate closely to the linkage structure you have formed. Mark an **X** in **one** of the statements that **best** describes the structure of your partnership. Count the total in each column. Does your structure score approximate or match the type of linkage found in the previous chart when we looked at your group's purpose?

<b>NETWORK A</b>	<b>COORDINATION B</b>	<b>COLLABORATION C</b>
<input type="checkbox"/> Made up of autonomous individuals and organizations	<input type="checkbox"/> Units are organizations, sometimes a few individuals as well	<input type="checkbox"/> Partners are individuals, all of whom are also strong members of their organizations
<input type="checkbox"/> Non-hierarchical power is widely shared	<input type="checkbox"/> Partnership unit has some delegated powers	<input type="checkbox"/> More hierarchical power format, but may take other carefully planned decentralized formats
<input type="checkbox"/> Very loose, flexible links among members	<input type="checkbox"/> May suggest more efficient coordination mechanisms among member organizations	<input type="checkbox"/> Considerable power is delegated to the partnership by member organizations
<input type="checkbox"/> Ties primarily based on communication links	<input type="checkbox"/> Power is advisory only and have less formal agreements	<input type="checkbox"/> Agreements are formal and often written, to make degree of partnership's power explicit
<input type="checkbox"/> Roles very loosely defined	<input type="checkbox"/> Some roles defined	<input type="checkbox"/> Roles often involve paid, permanent staff with clear definition of responsibilities
<hr/>	<hr/>	<hr/>
<input type="checkbox"/> Total of column A	<input type="checkbox"/> Total of column B	<input type="checkbox"/> Total of column C

**STEP 3:** Now let's check how **process** functions in your partnership. We should hope to find that process relates closely to the structure of your group and to the type of linkage structure you may have formed to accomplish your purpose. Choose and mark an **X** in **one** of the statements that **best** describe the process found in your partnership.

<b>NETWORK A</b>	<b>COORDINATION B</b>	<b>COLLABORATION C</b>
<input type="checkbox"/> Little explicit leadership	<input type="checkbox"/> Leadership is facilitative, but also organized and efficient	<input type="checkbox"/> Leadership, often authoritative, sets high expectation for task accomplishment
<input type="checkbox"/> Focus is facilitating and low keyed	<input type="checkbox"/> Focus is on gaining consensus	<input type="checkbox"/> Focus is on articulating the vision and gaining commitment
<input type="checkbox"/> Communication aimed at connecting people with few set patterns of time and content	<input type="checkbox"/> Communication equal among all members; flows on regular basis with the partnership unit	<input type="checkbox"/> Communication often originates from the partnership out to the members
<input type="checkbox"/> Little need for decision-making	<input type="checkbox"/> Decisions shared equally by the partnership and the member units	<input type="checkbox"/> Decisions often made by the partnership unit
<input type="checkbox"/> Little need to be concerned about conflicts	<input type="checkbox"/> Conflicts frequent, but only moderately confronted and resolved	<input type="checkbox"/> Conflicts frequent, but confronted and resolved or managed
<hr/> <input type="checkbox"/> Total of column A	<hr/> <input type="checkbox"/> Total of column B	<hr/> <input type="checkbox"/> Total of column C

**STEP 4:** Finally, write down your **total "scores"** for purpose, structure, and process in the appropriate column. This will give you a rough picture of whether the highest scores are in the same column or widely scattered in all three columns. Then, respond to these questions:

- A. Does the structure "score" largely **match** the purpose "score"?
- B. Does the process "score" largely **match** the structure and purpose "scores"?
- C. If there are notable mismatches, does this suggest your partnership needs some interventions, or have you constructed a pattern that does not match but still works well for your situation?

	<b>NETWORK</b> <b>A</b>	<b>COORDINATION</b> <b>B</b>	<b>COLLABORATION</b> <b>C</b>
<b>PURPOSE</b>	_____	_____	_____
<b>STRUCTURE</b>	_____	_____	_____
<b>PROCESS</b>	_____	_____	_____

Remember, a successful partnership at Stage 3 (structure and operation) will usually have a fair degree of match among the purpose, structure, and process components of the partnership. This applies whether the intensity of the partnership is more like a network, a coordination, or a collaboration.

## Processes: Planning, Communicating, and Administering

The processes of a partnership connect **what** to accomplish with **how** it is done through planning, communicating, and administering. This includes how representatives are relating to each other and what dynamics are occurring. Partnerships often fail because they do not pay attention to internal processes. Some report that they have no real time for planning and administering. Others ignore the issues related to insufficient or ineffective communication among their representatives.

In the previous chapters, we began to address some of these processes that occur in the early stage of your

partnership. So far, we have talked about the processes of establishing goals and objectives, developing and implementing activities, decision-making, trust-building, and managing conflict. Others such as managing the partnership membership, daily administration, clarifying communication, and evaluating the partnership will be dealt with in the next section. The following chart outlines where process skills are addressed throughout this manual, both as to the stage of development and as to the relevant chapters. The chart addresses two main tasks: **What to accomplish** and **How it is done**.

Processes		Stage of Development	Refer to Chapter*
<b>TASKS: WHAT</b>  Partnership Planning and Management	· Establishing Goals and Objectives	1, 2	IV, V
	· Choosing and Developing Activities	1, 2	IV, V
	· Implementing Activities	1, 2	IV, V
	· Managing the Partnership Membership	1, 2, 3	IV, V, VI
	· Evaluating the Partnership	2, 3	VI, VI
<b>TASKS: HOW</b>  Communication Among Representatives	· Clarifying Communication	1, 2, 3	VI
	· Decision-Making	1, 2, 3	V
	· Managing Conflict	1, 2, 3	V
* While certain processes occur in all stages, they are addressed only in specific chapters.			

## Part II

### Issues Related to Maintaining the Structure and Operation

In the daily operations of the partnership, the details of its structure and process raise five issue questions at this Stage 3 of development.

**Issue 1:** Has attention been paid to balancing the power of the partnership with that of the separate member organizations?

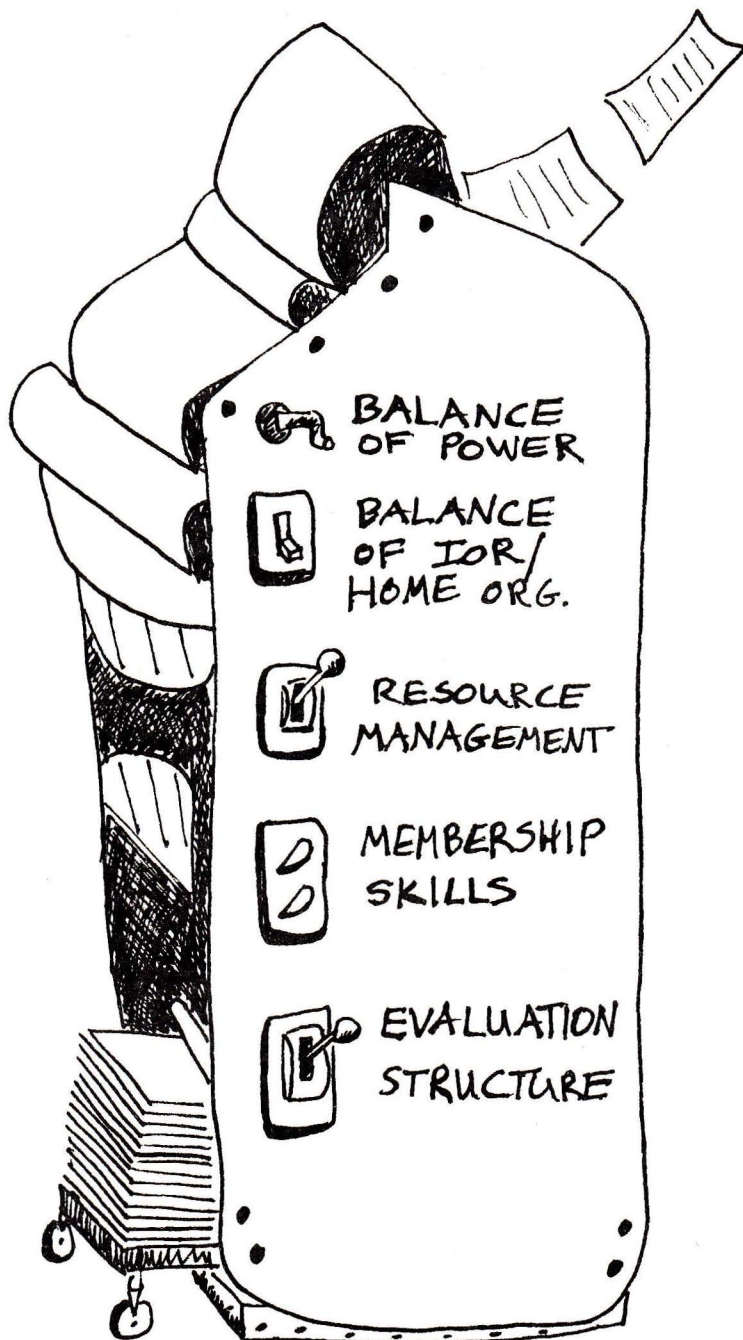
**Issue 2:** Is your responsibility to the partnership consistent with your responsibility to your own organization?

**Issue 3:** Can your partnership carry out its activities successfully with the resources and membership it currently has?

**Issue 4:** Does the partnership's membership have the necessary skills to manage the many complex issues of interpersonal and intergroup dynamics, power, and conflict that are often inherent to the daily workings of the partnership?

**Issue 5:** Are there evaluation mechanisms in place to monitor the partnership's progress?

We will explore each of these questions and suggest some activities to help partnerships answer them for themselves.



## Issue I

### Has attention been paid to balancing the power of the partnership with that of the separate member organizations?

A problem of autonomy frequently arises as member organizations are asked or expected to give up some of their autonomy. Managing the partnership demands a balancing act of gaining sufficient resources and power required to achieve the partnership's objectives without threatening the status and achievements of the separate member organizations and their operations.

Rather than requiring a set of new skills, this management task requires

ongoing attention and open discussion by each member within the partnership group. Attention should be paid as to how the partnership affects your organization with regard to balance of power, sharing of resources, losing autonomy, and closeness of association. When a partnership has been in operation for a period of time and when member organizations are experiencing uneasiness with their membership, it is especially valuable to address these issues directly.

## Exercise VI.2

### Balance of Power and Autonomy

The following are questions for members of your partnership to ask in their home organizations and then bring responses to be discussed in a meeting of the partnership. If members share candid responses, the issues of power and autonomy are less likely to surface as problems.

Discuss each question and incorporate members' responses in the assessment and planning of the partnership.

- To what extent are the partnership's activities complementing or assisting my own organization's work? Explain.
- To what extent are the partnership's activities overlapping or hindering my organization's work? Explain.
- To what extent is the partnership effecting **resources** to my organization (drawing away and/or providing)? Explain.
- To what extent is my organization's **power** effected by the partnership (enhanced and/or threatened)? Explain.
- How close an association does my organization want to have with the partnership (identify with and be associated, or feel distant and uninvolved)? Explain.
- What changes, if any, would I recommend regarding my organization's involvement in the partnership?

## **Issue 2**

### **Is your responsibility to the partnership consistent with your responsibility to your own organization?**

The process of affiliation into a partnership can be a difficult and complicated course. While paying attention to the power and autonomy of member organizations, representatives must also take into account their dual responsibility. It becomes a challenge to balance the responsibility to their own

organization and to the partnership. As one becomes deeply involved with the partnership, s/he is immediately confronted with this issue. Having authority to act for your organization assumes that you have responsibility to its trust, support, and commitment.

## **Exercise VI.3**

### **Balance of Responsibility**

These questions are designed to make you aware of the dual responsibility you have assumed as a representative of your organization in a partnership. As a member of a partnership, you become responsible both to your own organization and to the partnership. There is a tendency to confuse roles and responsibilities to the home organization as one gets deeply involved in a partnership. It is always valuable to pay attention to and manage these responsibilities diligently.

- Have you been able to consistently represent your home organization?
- Are you able to do what the partnership group agreed to do?
- Are you able to adequately represent both your home organization and the partnership?
- Are you successful in keeping other partnership members informed about your partnership involvement?
- Have you been able to keep your home organization aware of significant changes in the evolution of the partnership?

### Issue 3

#### Can your partnership carry out its activities successfully with the resources and membership it currently has?

This is another point in the process when we can consciously revisit the questions of what resources we need to operate and who provides those resources. If something is lacking, it may be

possible to engage new membership and find the needed resources. A quick reference back to Stage 1 might be needed.

### Exercise VI.4

#### Adequate Resources and Membership

The following three-step exercise can be helpful in assessing your partnership's resources and membership.

**Step I: Assess Resources and Membership** - Carrying-out partnership activities translates into the nitty-gritty tasks of providing resources and putting members and any staff to work. But the first task is to clearly state the activities, then compare the resources that are needed with resources available, and identify possible sources.

The following grid may be helpful:

Name of Project:			
Activities	Resources Needed	Resources Available	
		Yes	No
List Needed Resources	Possible Sources for Each		

**Step 2: Line up Support** - Any well-intended activity can flop if it doesn't have support. The key is trying to identify how to build the support your partnership project needs. Using the chart below, identify individuals, groups, and organizations fitting into one of three categories.

	<b>Neutral About the Project</b>	<b>Against the Project</b>	<b>Support the Project</b>
<b>Inside the Partnership</b>			
Staff/volunteers of the partnership			
Representatives of member organizations			
Staff/volunteers of member organizations			
<b>Outside the Partnership</b>			
Individuals			
Groups			
Organizations			

**Step 3: Timeline the Tasks** - Once the partnership has selected a specific activity, there is a need to devise a method of allocating responsibilities and making sure that everything gets done on time. One way to limit the confusing role and enforce deadlines is to involve partnership representatives in the planning process. As a group, brainstorm a list of all possible tasks that need to be done to implement the activity. Taking one task at a time, define the responsibility, determine realistic deadlines, and assign a person (volunteer or paid staff) to the task.

<b>What Task</b>	<b>Which Member Organization</b>	<b>By Whom</b>		<b>By When</b>
		<b>Volunteer</b>	<b>Paid</b>	
1.				
2.				
3.				
4.				

## Issue 4

**Does the membership have the necessary skills to manage the many complex issues of interpersonal and intergroup dynamics, power, and conflict that are often inherent to the daily workings of the partnership?**

As previously mentioned, managing a partnership requires different skills from managing a single organization. Because of the inherent nature of the partnership's dynamics, representatives of member organizations are constantly involved in the mechanics and intricacies of the partnership. Thus, members need to have interpersonal

(i.e. communication, time management), intergroup (i.e. group conflict, group process), and interorganizational (i.e. networking, collaboration) skills. Assessing the abilities and skills of your membership is a first step. Then, based on the needs of your partnership, determine which skills need attention or further development.

## Exercise VI.5 Essential Management Skills

The purpose of this exercise is to help each partnership representative to clarify and share management skill patterns; compare these with partnership management needs; and identify possible new management skill resources.

### Section A

**Step 1:** Each representative completes Section A individually. Check the words below which fit into each sentence for you. Add any other words which are important to you and to your partnership.

**"What I really need in this partnership is more..."**

<input type="checkbox"/> confidence	<input type="checkbox"/> responsibility	<input type="checkbox"/> patience	<input type="checkbox"/> understanding	<input type="checkbox"/> other: _____
<input type="checkbox"/> recognition	<input type="checkbox"/> caring	<input type="checkbox"/> comfort	<input type="checkbox"/> support	<input type="checkbox"/> other: _____
<input type="checkbox"/> freedom	<input type="checkbox"/> self-awareness	<input type="checkbox"/> self-expression	<input type="checkbox"/> sharing	<input type="checkbox"/> other: _____

**"What the partnership needs right now is more ..."**

<input type="checkbox"/> trust	<input type="checkbox"/> conflict-resolution	<input type="checkbox"/> activity	<input type="checkbox"/> sense of identity	<input type="checkbox"/> other: _____
<input type="checkbox"/> opportunities	<input type="checkbox"/> consensus	<input type="checkbox"/> coordination	<input type="checkbox"/> resources	<input type="checkbox"/> other: _____
<input type="checkbox"/> commitment	<input type="checkbox"/> visibility	<input type="checkbox"/> communication	<input type="checkbox"/> power	<input type="checkbox"/> other: _____
<input type="checkbox"/> purpose	<input type="checkbox"/> control	<input type="checkbox"/> challenges	<input type="checkbox"/> structure	<input type="checkbox"/> other: _____
<input type="checkbox"/> support	<input type="checkbox"/> motivation	<input type="checkbox"/> vision	<input type="checkbox"/> knowledge/skill	<input type="checkbox"/> other: _____

**Step 2:** When all members have completed the checklist, each looks for patterns in the items that each checked. Do these items fall into any particular category (communication, support, conflict, control, interpersonal)?

**Step 3:** Then, coming together as a total group, each person reports and identifies items that occurred frequently, since these may be areas that everyone agrees need attention.

## **Section B**

**Step 4:** Again, each person does Section B individually. Study the qualities which you have checked in Section A. Underline the ones which you can develop within your partnership. Circle the ones with which you will need some outside help. Add any other resources which are also important in your partnership.

### **Can Develop from Inside the Partnership Sources**

Member Representative: \_\_\_\_\_

Member Organization: \_\_\_\_\_

Partnership Staff: \_\_\_\_\_

Volunteers/Interns: \_\_\_\_\_

Other: \_\_\_\_\_

### **Need Help from Outside the Partnership**

Community Organization: \_\_\_\_\_

Educational Institution: \_\_\_\_\_

Consulting Organization: \_\_\_\_\_

Consultants/Trainers: \_\_\_\_\_

Other: \_\_\_\_\_

**Step 5:** Share your responses to the total group.

**Step 6:** Prioritize your responses as a group.

The top priorities are the areas that the partnership needs to do problem-solving on for future successful management.

## Issue 5

### Are there evaluation mechanisms in place to monitor the partnership's progress?

Sometimes, after working on a project for a while, we want to find out if we are on the right track. Evaluation can help us to find out. Or perhaps someone providing us with resources wants to know whether we have been doing what we set out to do. Part of an evaluation process involves building in ways to ask ourselves how we are doing.

Two levels of evaluation are involved in monitoring your partnership's progress. One level is the partnership's internal development and the other level is its external impact on the community. Evaluating the partnership at the first level is simply done by focusing on the issues addressed in the three stages of development (Chapters IV-VI). This would generally involve looking into its structures and processes. Assessing at the second level would require finding out whether the partnership has

achieved its goals and objectives (Chapter VII). This level of evaluation links the partnership with its external environment. While the next chapter focuses on evaluation at this level, the same evaluation principles apply to the first level.

The following exercise offers two methods for doing an internal evaluation. One way to do that is to keep a written partnership "diary" of the work the partnership has accomplished. Agendas and minutes from meetings kept in a notebook may suffice for this purpose. Copies of these agendas and minutes should be sent to members so that they know of the group's progress. Another method is to assess the internal functioning of the partnership. Some exercises in Chapter VII can be modified to monitor progress and/or evaluate structure and processes.

## Exercise VI.6

### Monitoring Our Development

**Method I:** The writer of the partnership "diary" can use the following questions to stimulate reflections on the partnership's progress.

- Do we all know what the partnership is doing, or do just a few members know?
- Does every member have a voice, or are just a few in control? Who is excluded? Are those who are excluded members of targeted social identity groups or language minorities?
- Are member skills, resources, abilities, and ideas being used to the extent needed?
- How do we divide up the work? Is that the best way?
- Who keeps all the issues in balance? Are all the needs and issues being adequately balanced? Who or what is left out?
- Do we all agree on what we are doing and how we are doing it? Do we agree too quickly? Do we agree too slowly? Do we fail to agree?
- Other questions may occur to you that may be specific to your partnership.

**Method II:** Assess the internal dynamics of your partnership by reviewing its current structures and processes. Each member shares his/her perception of how well the partnership is functioning. Use the guideline to determine if changes have to be made and what would those changes be. Subsequently, the group clarifies perceptions, discusses suggested changes, and plans for future actions.

	No Change	Change	New/Modify /Improve
<b>STRUCTURES</b>			
Format	_____	_____	_____ _____ _____
Roles/Responsibilities	_____	_____	_____ _____ _____
Agreements	_____	_____	_____ _____ _____
Other	_____	_____	_____ _____ _____
<b>PROCESSES</b>			
Establishing Goals/Objectives	_____	_____	_____ _____ _____
Planning/Implementing Activities	_____	_____	_____ _____ _____
Managing Membership	_____	_____	_____ _____ _____
Evaluating Partnership	_____	_____	_____ _____ _____
Clarifying Communication	_____	_____	_____ _____ _____
Decision-Making	_____	_____	_____ _____ _____
Managing Conflict	_____	_____	_____ _____ _____
Other: _____	_____	_____	_____ _____ _____

# Chapter VII

## Assessment: Impact on the Community

CONTENTS	EXERCISES
<ul style="list-style-type: none"><li>• Why Evaluate and What to Evaluate?</li><li>• How to Evaluate?</li><li>• So What and Now What?</li></ul>	<ul style="list-style-type: none"><li>VII.1 Preparing for Evaluation</li><li>VII.2 Stating the Evaluation Rationale and Defining Key Issues</li><li>VII.3 Choosing Appropriate Evaluation Methods</li><li>VII.4 Utilizing the Evaluation Results</li><li>VII.5 Planning for Future Action</li></ul>

After an intense period of growth and development, the time has come for your partnership to focus again on the external environment. The relationship of the partnership and the external environment has been porous and interactive throughout, first with environment shaping the partnership, and then with the partnership having impact on the environment. The exchange process is somewhat similar to the growth cycle of a plant. In the first chapter, we saw that the external environment planted the seed to form a new entity by providing sources to gather information in preparation for your partnership. During the stages of development, it cultivated the partnership's process of maturation through its dynamic interchanges of forces and influences. Finally, in this last chapter, the environment claims the harvest of fruitful results generated by the partnership's work. After the harvest, a partnership, similar to the fruit of the earth, has the social function of enhancing the quality of life in a community. The partnership has both internal as well as societal functions. And, as with the harvested fruit, attention must be paid to what happens to the products (fruits can be improper-

ly handled, partnership environmental impacts can be dysfunctional). Appropriate assessment or evaluation of a partnership could help avoid these problems, and ensure that some of the partnership's benefits and the fruits of its labor will be returned back to the environment.

In this final chapter, we hope to introduce the importance of evaluation and to assess the impact of your partnership activity/project in your community. Our intent is not to provide a blueprint or a comprehensive view of the topic but rather to present practical concepts of evaluation by responding to a few basic questions:

- **Why Evaluate and What to Evaluate?**  
Purpose and Focus of Evaluation
- **How to Evaluate?**  
Process of Evaluation
- **So What and Now What?**  
Uses of Evaluation

# Why Evaluate and What to Evaluate?

The issue of assessment or evaluation is increasingly becoming important for many communities and organizations that engage in social programs. With dwindling resources, a shrinking resource base, and the demand for better programs, a greater emphasis has been placed on how effective these programs are in addressing society's problems— what works and what does not work. This situation has prompted policy-makers and decision-makers to view evaluation as a tool to help make difficult decisions regarding program priorities.

Today, organizations working in partnerships are beginning to have similar concerns for program effectiveness and priorities. While some partnerships do not have an evaluation component, some realize the value of having it integrated into the partnership activity. There is a pressing need for partnerships to learn and know more about the process and content of evaluation.

First, let us discuss the two major reasons for doing an evaluation.

**Monitoring Progress** aims to gather information on progress of the partnership project/activity during implementation. In the process, strengths and weaknesses of the project are identified. The information is intended to improve, modify, and/or change elements of the project/activity for increased effectiveness.

**Assessing Effectiveness** seeks to determine the ultimate results of the partnership project/activity compared with what it originally intended to do. It

involves an assessment of the impact of the partnership project/activity, an analysis of the results, and recommendations for future strategies.

As partnerships experience their internal dynamics going through the stages of development, they ought to keep in mind the original purpose. Some partnerships are intended to address a community need, concern, or problem and to achieve goals. They may deal with simple problems that can be resolved quickly or they may address complex problems that require long-range solutions. The goals may be general or specific. However, they are accomplished by means of projects/activities in the community, initiated by the partnership. The hope is that, through the projects/activities, some changes would occur that could impact the community. Three major questions ought to be addressed during the assessment of the partnership activity:

- To what extent was the partnership project/activity carried out as planned?
- To what extent were the partnership goals attained?
- To what extent was the partnership socially responsible? Did the partnership project/activity result in positive changes for the community problem being addressed?

# How to Evaluate?

There are four essential steps in conducting a good evaluation. They include responding to questions such as why do it, how to do it, what happened, and what to do differently based on lessons learned. The evaluation process follows these steps:

## Step 1: State the Reason

Clear delineation of partnership goals is the first step of a good evaluation. More specifically, reviewing your partnership's goals and determining project/activity objectives will help define the purpose and design of the evaluation. A clearly stated rationale makes other evaluation tasks easier.

We also suggest that you review the project/activity description, the allocation of resources, and any written records about the project. It is also necessary to consult with the interested stakeholders. Their concerns have to be taken into consideration early on in the evaluation process. These stakeholders may include the partnership members, other organizations, and the community at large.

## Step 2: Develop an Evaluation Design

A key question in constructing an evaluation design is: Who wants it for what purpose? In responding to the question, the aim is to structure a systematic process of identifying, measuring, analyzing, and interpreting data. The most important thing to remember is that the design has to be practical in terms of evaluation content and processes. This means it must be **feasible** and **useful**. It is feasible in that it can be implemented within the existing financial and time constraints; it is **useful** in that the information can be applied.

Make sure that activity/project objectives are expressed in **measurable** terms. These measurable standards determine how much progress toward

the goals have been achieved. In other words, these are indicators for success or failure. A partnership can assess its activity's impact on the community by finding out whether or not it resulted in changes or modifications consistent with the intended outcomes.

## Step 3: Gather Information

Once an appropriate evaluation design is developed, a decision must be made about what kinds of data are to be collected. Data can be obtained from various sources and through different methods. There is no one source or one method that is ideally suitable for an evaluation. To a large extent, the kinds of data to be collected are determined by the nature of the project/activity and the evaluation design.

There are a variety of methods to choose from in collecting data. Similarly, there is also a wide selection of tools with which to gather information. These evaluation tools include questionnaires, interviews, group discussions, community meetings, surveys, and many others. In making a choice for a method or a tool, key factors to remember are that it must be **appropriate, doable, and practical**.

## Step 4: Analyze and Interpret Data

After an intense period of collecting data, the time has come to analyze and interpret the data. The data analysis provides the partnership with some facts and figures about its activity. The interpretation informs the partnership of its successes and/or failures, generates recommendations for future action, and helps identify options for further decisions.

Evaluation analysis must be kept **simple**. It must be guided by the concern for practicality and usefulness. Thus, it can appropriately and relevantly be applied by decision-makers and information-users.

## Exercise VII.1

### Preparing for Evaluation

Before constructing an evaluation design, it is worth your time to think of the different audiences. The following chart is a simple tool to determine who wants it for what purpose and what information. Making this information explicit is good preparation for the next evaluation task.

Who It's For	What Purpose	What Information to Include
<b>Inside the Partnership:</b>		
Member Representatives	<hr/> <hr/>	<hr/> <hr/>
Member Organizations	<hr/> <hr/>	<hr/> <hr/>
Staff of Partnership	<hr/> <hr/>	<hr/> <hr/>
Other:	<hr/> <hr/>	<hr/> <hr/>
<b>Outside the Partnership:</b>		
Funders	<hr/> <hr/>	<hr/> <hr/>
Community Members Involved in Project	<hr/> <hr/>	<hr/> <hr/>
Project Participants	<hr/> <hr/>	<hr/> <hr/>
Community-at-Large	<hr/> <hr/>	<hr/> <hr/>
Other:	<hr/> <hr/>	<hr/> <hr/>

## Exercise VII.2

### Stating the Evaluation Rationale and Defining Key Issues

**Part I:** Establishing the rationale for doing an evaluation for your project/activity and the criteria of its success is crucial to designing an evaluation. As a preliminary step, use the chart below and review the objectives of your partnership's various projects/activities and the resources invested in each one.

	Current Objectives	Resources Invested
<b>Project/Activity 1</b>	_____	_____
	_____	_____
	_____	_____
<b>Project/Activity 2</b>	_____	_____
	_____	_____
	_____	_____
<b>Project/Activity 3</b>	_____	_____
	_____	_____
	_____	_____

**Part II:** With the information on Part I, state the rationale for doing an evaluation and identify key issues to include. It's helpful to know why an evaluation is being done and what is being evaluated. Use the following questions to make a concise statement of rationale and a list of key issues to indicate success.

- What reasons would best/least describe the need to do the activity/project?
- What outcomes would indicate that the activity/project was a success?

#### Statement of Rationale:

*(Example: To assess the effectiveness of a nutrition program for women in a village.)*

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**Key Issues**  
*(Example: Participation in nutrition education classes)*

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**Success Indicators**  
*(Example: Frequency of attendance by % of women)*

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## Exercise VII.3

### Choosing Appropriate Evaluation Methods

Evaluation methods vary from simple to complex. Choose an evaluation method(s) deemed appropriate to your partnership project/activity. How the evaluation is conducted usually depends on how it will be used, the decisions/information needed, the size and scope of the project/activity, and the energy and resources needed to conduct the evaluation. Use the chart to select one or more items from each column to determine the most appropriate evaluation method(s) for your partnership.

		<b>Statement of Rationale</b>	<b>Key Indicators</b> <ul style="list-style-type: none"> <li>• feelings</li> <li>• attendance</li> <li>• participation in activities</li> <li>• others</li> </ul>	<b>Possible Methods</b> <ul style="list-style-type: none"> <li>• comparison</li> <li>• questionnaire</li> <li>• observation</li> <li>• documents</li> <li>• others</li> </ul>	<b>Time Frame</b> <ul style="list-style-type: none"> <li>• before/after</li> <li>• mid-period</li> <li>• others</li> </ul>
<b>P R O J E C T 1/</b>	<b>A C T I V I T Y</b>				
<b>P R O J E C T 2/</b>	<b>A C T I V I T Y</b>				
<b>P R O J E C T 3/</b>	<b>A C T I V I T Y</b>				

## So What and Now What?

So far we have gone full circle with the evaluation process of your partnership, both in assessing its stages of development (Chapter VI) and its interaction with the external environment (Chapter VII). At this point, it is vital that the partnership utilizes the findings of the evaluation to make decisions and to direct actions for the future of the partnership. The benefits and utilization of evaluation can only be realized if the partnership responds to two broader questions: so what and now what?

### So What

The time has come for the partnership to be honest and realistic about its existence. This requires a call for judgments, and decisions based on those judgments. The purpose of evaluation is to identify strengths and weaknesses of the partnership. Its strengths can be reinforced or replicated and its weaknesses can be minimized or eliminated. Evaluation can also help your partnership respond to important questions

such as what lessons did we learn and what will we do differently.

Evaluation is an educational and decision tool for the partnership's future. An important issue centers on the necessity to make decisions about its continuation or dissolution. If the partnership is successful in achieving its goals and has had a constructive impact on the problem it addressed in the larger environment, it has two options on how to proceed. One appropriate option may be for the partnership to dissolve. The other is to continue its existing operations on an on-going basis. However, in some situations, the experience, reputation, and resources generated by the success of the partnership may encourage the membership to take on new challenges or new goals. Evaluation provides a means of deciding how to proceed with further growth and development of the partnership and better understanding of the community problem being addressed.



**WELL...  
WHAT LESSONS  
DID WE LEARN**



## Now What

Evaluation without action is worthless. Taking direct actions based on decisions is the ultimate goal of evaluation. Actions taken may be tedious and difficult since it could mean change, possibly new members, objectives, activities, and structures. What seems important is to consciously plan the process of change, adjustment, or dissolution. This could mean rematching new members, objectives, activities, and structures to each other appropriately.

Leadership requires: some degree of willingness to be a change-agent; comfort with ambiguity and flux; ability to negotiate possible changes in organizational membership; energy to reconstruct a renewed sense of identity that builds on the already established partnership identity; and diplomatic skills to keep member organizations supportive and involved. More importantly, paying attention to the issues based on evaluation results will make things more manageable. Necessary adjustments in the existence of the partnership must be made based on changes in the external environment over time. Evaluation is not complete unless judgments and decisions have been made and actions have been taken to implement those decisions.

The next two exercises will be helpful in planning the future of your partnership, both in proceeding with its project/activity and in reorganizing its internal operations. **Exercise VII.5** provides tools to make the right decisions and choices of actions/projects. **Exercise VII.6** provides steps to revisit concerns of operational structures and processes that could require change.

Finally, just as a clock goes around in full revolution to complete a day, so does a partnership's internal and external dynamics during its stages of development. Responding to So What and Now What is like the last hour of the day and implementing action in response to Now What is like the beginning of a new day as the partnership begins its role of transition in the environment.



## Exercise VII.4

### Utilizing the Evaluation Results

**Step 1:** List the major findings or results from the evaluation. For each one, discuss what areas need decisions from the partnership group and what actions have to be taken based on the decisions and/or recommendations.

Major Findings/Results	Areas for Decision	Recommendations for Actions
1.		
2.		
3.		
4.		
5.		

**Step 2:** Based on the information gleaned from step 1, discuss carefully the results of columns 2 and 3. For **each** decision area and using the chart as a tool, think of decision options which are beneficial or are not beneficial to your partnership. List the action choices to be implemented or not to be implemented based on the recommendations. Repeat the same process for every major decision your partnership needs to undertake.

#### ACTION CHOICES

		Implement	Do Not Implement	No Action
D E C I S I O N	O P T I O N S	Beneficial to Partnership		
	Non-Beneficial to Partnership			

## Exercise VII.5

### Planning for Future Action

Use the following steps to revisit concerns relating to internal and external change over time and decide if the structures and processes of your partnership are still relevant.

**Step 1:** Choose which one of the following is true of your partnership.

- \_\_\_\_\_ A. We have done our best to reach our goals and the partnership can be dissolved.
- \_\_\_\_\_ B. We have done all we can with our present structure but the goals are not reached and we need a different structure.
- \_\_\_\_\_ C. We have initiated processes that must now be modified.
- \_\_\_\_\_ D. In the process of reaching our goals, we have uncovered other related problems that need to be addressed.

**Step 2:** List your next steps based on your choice for Step 1. For **Choice A**, your next step is to dissolve.

Be sure to have a formal ritual, a celebration, a thank-you dinner, or some symbolic closure event that marks the end of the partnership and notes its accomplishments.

For Choices B, C, or D, proceed to Step 3.

**Step 3:** First, reclarify the problem being addressed. Begin the process as if you were in the problem-clarification phase again. As you fairly quickly continue through direction-setting and operation phases, be sure to pay attention to what is different with the new problem. Given the turbulent environment within which many partnerships operate, changes in the external factors may require altered objectives, structures, and processes. This recycling back to Stages 1, 2, and 3 can often be done much more quickly than when the partnership was first started.

Choice B or C Check back on matching purpose, structure, and process, do Exercise VI.I.

Choice D A new problem with possible new purposes requires going back through some of the exercises in stages 1, 2, and 3.

**Step 4:** Identify what needs to change and what should remain the same for this new phase of the partnership with regard to purpose, membership, resources, style of approach, formality of structure, etc.

For Steps 3 and 4, the following exercise can be a useful source of information concerning changes that need to be made for the partnership's future.

Given modifications in the problem now facing the partnership, brainstorm the forces, situations, climates, moods, events, people, decisions, and organizations that either facilitate or restrain achievement of solutions. See Chapter III, Exercise III.5 for another version of this exercise.

#### Facilitating Forces

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#### Restraining Forces

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Discuss and choose the restraining forces that seem most likely to be addressed for possible solutions. And choose which of the facilitating forces seem most likely to increase the chances of resolutions. In the chart below, for each of the negative and positive forces, generate possible strategies and related resources that can be used to make the needed changes.

Negative Forces	Possible Strategies	Resources Needed
a.		
b.		
c.		
<b>Positive Forces</b>		
a.		
b.		
c.		

**Step 5:** Select appropriate leaders with skills as change agents to take on new responsibilities.

**Step 6:** By using the information generated in the chart, review the stages of development in the framework and assess the current status of your partnership.

## **A Final Note**

We live in a time of rapid change in a complex society. Community problems emerge with the times. Solutions for these problems require a collaborative approach from different sectors of our society. In recent years, communities have begun to recognize the value of forming interorganizational partnerships. For those of you who have been involved in such partnerships, you already know the value and usefulness of collaboration. For those of you who are thinking of forming or joining one, you are on the cutting edge of community development.

At the beginning of this manual, we suggested that the experience of being involved in partnerships can be exciting and rewarding but it can also present frustrations. The success of partnerships depends in large part on people like you who fully understand and actively participate in this process. We hope that the manual has helped to guide you and your organization in your efforts. However, what we have provided here is only a beginning. Other types of resources should be explored including those presented in the Resource Section.

# Resources

## Books and Articles

Brandon, Joan and Associates, (Eds.). 1982. Networking: A Trainers' Manual. Amherst, MA: Center for Organizational and Community Development, University of Massachusetts.

*A detailed set of procedures and "how-to" exercises for developing partnerships. Especially useful for trainers and consultants.*

Brown, L. David. 1983. Managing Conflict at Organizational Interfaces. Reading, MA: Addison-Westley Publishing Company.

*Describes interorganizational conflicts and provides suggestions on how they can be identified and managed.*

Dale, Duane. 1978. How to Make Citizen Involvement Work. Amherst, MA: Center for Organizational and Community Development, University of Massachusetts.

*For community problems that require combined efforts across organizations, this source provides both conceptual and intervention information on ways to encourage grass-roots participation.*

Dale, Duane and Mitiguy, Nancy. 1978. Planning for a Change. Amherst, MA: Center for Organizational and Community Development, University of Massachusetts.

*Provides creative ways for organizations to address problems and carry out the planning steps required for solutions. Contains good activities for problem solving situations.*

Filley, Alan. 1975. Interpersonal Conflict Resolution. Glenview, IL: Scott, Foresman and Company.

*Contains extensive discussion of both conceptual and intervention approaches to conflict resolution.*

Fisher, R. and Ury, W. 1983. Getting To Yes: Negotiating Agreement Without Giving In. New York, NY: Penguin Books.

*Creative ways to address conflicts that often face partnership efforts, especially during the early and middle stages of interorganizational development, and where power issues are significant.*

Gilroy, N. and Swan, J. (Eds.). 1984. Building Networks. Dubuque, IO: Kendall/Hunt Publishing Company.

*While not a resource on partnership among organizations, there are highly practical and specific suggestions on ways to form social action connections among individuals and groups.*

Jones, Byrd and Maloy, Robert. 1988. Partnerships for Improving Schools. New York, NY: Greenwood Press.

*Includes examples of ongoing partnerships and has a special focus on issue of equity in education.*

Klonglan, G., et al. 1975. Creating Interorganizational Coordination: Instructor's Guide. Ames, IO: Iowa State University.

*Provides the designs for a series of workshops targeted at staff who are involved in a complex partnership project.*

Loughran, Elizabeth. "Consulting to Public Sector Partnerships," Organizational Development Journal. (in press).

Loughran, Elizabeth. 1982. "Networking, Coordination, Cooperation, and Collaboration: Different Skills for Different Purposes," Community Education Journal. 9, 28-30.

*Describes four different intensities of relationships for interorganizational relations and proposes that each has a very different structure and processes.*

Loughran, Elizabeth and Reed, Horace. 1987. "Partnerships with Nonschool Educators," Community Education Journal. 14, 16-18.

*Describes four types of partnerships found in a study of 80 settings. Each type is distinguished by differences in learning and social change theories and implementation modes.*

Otterbourg, S. 1986. School Partnerships Handbook. Englewood Cliffs, NJ: Prentice-Hall, Inc.

*Especially designed to provide very detailed techniques for school personnel to carry out partnership projects with community-based organizations as well as making connections at the regional and national levels.*

Reed, Horace and Greene, Georganne. 1985. Partnership Project Research Report: Analysis of General Characteristics. Amherst, MA: Center for Organizational and Community Development, University of Massachusetts.

*Summarizes the research findings of over 30 case studies of school-community partnerships and provides general themes gleaned from these partnerships.*

Rogers, David L., Whetten, David A. and Associates. 1982. Interorganizational Coordination: Theory, Research, and Implementation. Ames, IO: State University Press.

*Contains an excellent selection of articles reviewing the theories and conceptual schemes currently being explored in the interorganizational relations field.*

Schindler-Rainman, E. and Lippitt, L. 1980. Building the Collaborative Community. Riverside, CA: University of California Extension.

*Using a large number of case studies, the authors describe a model for using partnerships as a way to help communities address varied rural and urban issues/problems.*

Speeter, Greg. 1978. Power: A Repossession Manual. Amherst, MA: Center for Organizational and Community Development, University of Massachusetts.

*In many partnership settings, the issues of power differences among the member organizations are difficult to manage. This publication provides six useful approaches and related steps for creative ways to address power issues.*

Speeter, Greg. 1978. Playing Their Games Our Way. Amherst, MA: Center for Organizational and Community Development, University of Massachusetts.

*Partnership initiation and maintenance requires continued attention to the larger environment. This resource is especially useful for partnerships that address social change issues in communities, where the political and other social institutions need to be seen as closely connected to the partnerships' success.*

McNett, I. 1982. Let's Not Reinvent the Wheel: Profiles of School/Business Collaboration. Washington, D.C.: Tilden Press.

*Focuses on ways that these two domains can be mutually helpful. Includes several profiles of school/business with basic information that can be useful for others interested in this application of partnership formation.*

Willis, Daniel. 1983. Differences: A Bridge or a Wall? Amherst, MA: Center for Organizational and Community Development, University of Massachusetts.

*Especially useful set of concepts and practical ways to address multicultural/multiracial issues that are often present in community-based partnership efforts.*

Zacchei, D. and Merman, J. 1987. Business-Education Partnerships: Strategies for School Improvement. Andover, MA: The Regional Laboratory for Educational Improvement.

*A highly focused description of steps to take for school improvement through construction of school-business partnerships.*

## Journals

Adult Education Quarterly  
American Association for Adult and Continuing Education  
1112 16th Street N.W.  
Suite 420

Washington, D.C. 20036  
Adult Education  
National Institute of Adult and Continuing Education  
19B DeMontfort Street  
Leicester, England LE1-7GE

Community Education Journal  
National Community Education Association  
119 North Payne Street  
Alexandria, Virginia 22314

Community Development Journal  
Oxford University Press  
Walton Street  
Oxford, England OX2-6DP

Journal of Community Action  
Center for Responsive Governance  
1000 16th Street N.W. Suite 400  
Washington, D.C. 20036

Journal of Community Development Society  
305 Munford Hall  
1301 West Gregory Drive  
University of Illinois  
Urbana Illinois

## Organizations

Adult Education Association of the U.S.A.  
810 18th Street, N.W.  
Washington, D.C. 20006

Center for Organizational and Community Development (COCD).  
Hills South, School of Education  
University of Massachusetts  
Amherst, MA 01003

National Community Education Association (NCEA)  
119 North Payne Street  
Alexandria, Va 22314

National Center for Community Education  
1017 Avon Street  
Flint, MI 48503

*A State Community Education or Agency in your state. Contact your State Education Department for access to state personnel working in the Community Education field. They are often connected to a department of adult and/or community education. They may be able to offer assistance with partnership efforts.*

## **Other Publications Available from the Center for Organizational and Community Development**

### **Power: A Repossession Manual by Greg Speeter**

*Approaches to community organizing for social change, steps to organize for power; exercises and role plays to develop these skills.*

### **Planning, for a Change by Duane Dale and Nancy Mitiguy**

*Guide to planning and program development for citizen groups.*

### **The Rich Get Richer and the Poor Write Proposals by Nancy Mitiguy**

*Information, training activities, and suggestions for nonprofit organizations and citizen groups about fundraising and grantsmanship.*

### **Working Together: A Manual for Helping Groups to Work More Effectively by Bob Biagi**

*Provides the tools for group development and teamwork for citizen boards and grassroots organization.*

### **We Interrupt This Program.... by Robbie Gordon**

*A manual for citizens and citizen groups for using the media for social change.*

### **Playing Their Game Our Way: How to Hold the Political Process Accountable to Citizen Needs by Greg Speeter**

*Strategies and techniques for lobbying, organizing referenda, tracking elected officials, and helping citizens develop clout.*

### **How to Make Citizen Involvement Work: Strategies for Developing Clout by Duane Dale**

*An action guide for more effective citizen participation in government.*

### **Beyond Experts: A Guide for Citizen Group Training by Duane Dale, David Magnani, and Nancy Mitiguy**

*The role of the training coordinator/facilitator within a group plus activities for program development, facilitation, and evaluation.*

### **Breaking the Boredom: An Annotated Bibliography on Boards and Councils by David Magnani and Newell McMurtry**

*Lists detailed descriptions of books, pamphlets, papers, journal articles, and manuals on all issues necessary for board and council effectiveness.*

### **Differences: A Bridge or A Wall by Dan Willis**

*A training manual designed to help individuals, groups, and organizations examine and understand racial, cultural, and other differences, and develop strategies to overcome related problems.*

### **Networking by Joan Brandon and Associates, Eds.**

*A trainer's manual including a six-step process to enhance group networking and collaboration plus sections on theories and case studies in networking, a bibliography, and information about conference planning.*

### **Lifelong Learning Manual by Michael Frith and Horace Reed, Eds.**

*A guide to training for effective education; useful for trainers working as educational staff development and organizational consultants in human service agencies, self-help groups, religious institutions, etc.*

### **Lifelong Learning in the Community by Horace B. Reed and Associates, Eds.**

*An annotated, cross-referenced bibliography designed to accompany another publication, Beyond Schools.*

### **Beyond Schools by Horace B. Reed and Elizabeth Lee Loughran, Eds.**

*A series of case studies and a conceptual overview of the linkages among a variety of forms of out-of-school education.*

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