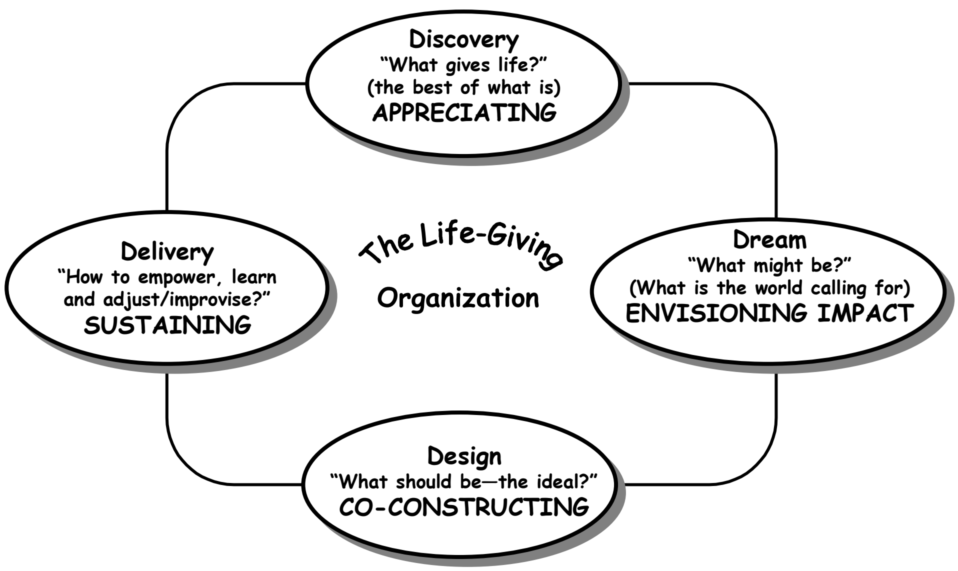
The Partnership Toolbox
A Facilitator's Guide to Partnership Dialogue



Appreciative Inquiry "4-D" Cycle

Catholic Relief Services-USCC

INTRODUCTION

CRS partnerships are one of its most valuable assets. Some are decades old, others relatively new. Partnership is a complex set of relationships and issues. Like any relationship, it takes trust and transparency, communication and dialogue from everyone. As we become caught up in the business of monitoring our joint projects, we often loose track of monitoring and nurturing our partnership relationships, assuming they will ‘take care of themselves’. This is not the case. Any relationship needs time to communicate visions, plans, and past hurts and misunderstandings in order to thrive. Partnerships are the same.

This manual is a guide to facilitating constructive discussion and dialogue with partners. It is based on the idea that partnership is a process and an ongoing journey. Rather than a set of tools to apply to partners, this manual lays out a process for CRS and partners to jointly explore the challenges they face. It contains sessions that are intended to be creative, forward thinking, honest and fun and help guide you through a process of tackling some of the possibilities and challenges of partnership. It gives suggestions for participatory designs that for use in any workshop context and ideas for using the sessions in a variety of applications. Facilitation notes, handouts and flip chart content are included with each session design.

The toolbox draws heavily on Appreciative Inquiry (AI) methodology, along with other change methodologies. AI is a way of looking at partnerships by strengthening what is already working, rather than focusing solely on the problems. It uses stories and questions as a way of discovering strengths and learning what opportunities are waiting.

The contents of this manual grew out of CRS’s collaboration with the Global Excellence in Management (GEM) Initiative, a project of Case Western Reserve University. Through a two-year learning initiative on partnership, CRS and GEM held a series of participatory workshops that formed much of the content of this manual. Anastasia White, a GEM staff member, laid solid groundwork for the manual by capturing the sessions in the first draft of the document.

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Whatever your unique situation, we hope you will find some creative ideas in this toolbox for strengthening your partnerships. Your comments are always welcome and we encourage you to share your experiences in using and adapting it. Your stories will help build a global resource of wisdom and experience in working effectively with our greatest asset – our partners.

All the best,

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An Overview

Culture and partnership relationships differ widely within CRS country offices and programs. Therefore, this manual is intended to be a guide to be modified as needed. In some countries, spirituality and direct connections with Catholic Social Teaching are very important and should be specifically added into the designs. In others they are not as strong. Learning and communication styles also vary a great deal between cultures and the sessions may need to be adapted to the appropriate style. There may be stories, myths or parables from the local culture that can be used in sections. It is intended for you to use and adapt as it best fits your situation.

Chapter 1: Bells and Whistles

This section contains some creative facilitation and preparation tips to stimulate participation in a workshop. There are also a variety of interactive activities and games that are helpful to use as warm-ups, icebreakers etc. Lastly, it contains a number of longer exercises that are effective for team building and getting a group that is already familiar with one another to know people in a different way.

Chapter 2: Appreciative Inquiry

This section contains basic theory and a conceptual explanation of Appreciative Inquiry. The information provided is intended to allow a facilitator to become familiar with the approach, not to become an expert. It then outlines sessions for working through the four steps in an appreciative process: discovery, dream, design and destiny/delivery.

Chapter 3: Partnership Dialogue

Critical to successful partnerships is regular communication and dialogue in order to clear out any past miscommunications or hurt feelings that often cloud interactions so that a shared vision and strategy for working together an be created. This section outlines several sessions which can be very effective in facilitating authentic dialogue, understanding partnerships and planning for partnership strengthening.

Chapter 4: Putting it Together

The sessions described in chapters 1-3 of the toolbox are stand-alone sessions. Therefore, this section contains ideas on how they can be put together to create events or focus on a specific topic. At the beginning and end of the section are suggestions for involving partners in the preparation and follow-up of the events that are planned. Then there is a model block design for a 5-day partnership workshop. The section also includes models on how to use the toolbox in programming, such as Strategic Program Planning (SPP), project development and management, and working with communities.

Chapter 5: Resources and Readings

This section contains more information on Appreciative Inquiry and partnership through articles, case studies and notations, the majority of which can be found on the Internet. This section will expand as CRS staff share their experiences in using the manual and their insights about building effective partnerships.

Finding Yourself in this Toolbox

Many CRS country offices hold annual Partnership Retreats to discuss their partnership and relay program and administrative updates. This may be a good venue for conducting sessions outlined in the 5-day partnership retreat, found in chapter 4. If the retreats are an annual event, consider focusing on relationship dialogue for the first year, following the session descriptions closely. In successive years, once a basis for communication and dialogue has been established, the same design may be used to focus on a particularly challenging aspect of the partnership, or the focus could be on the Partnership Reflection Tool (in Partnership Dialogue section).

It may not always be possible or desirable to run a full 5-day workshop. For this reason, the sessions have been developed as separate pieces. This enables you to use each session by itself as needed or even over time and to allot the appropriate amount of time to it that will meet your particular needs. For example, a day or half-day could be devoted to holding an inter-group dialogue (p. 42) if partners felt the need to focus on honest communication.

The Partnership Reflection Tool can be a way to jointly determine areas for strengthening in a partnership. An AI cycle could then be effectively used to dream of the ideal situation and create plans for making it a reality. For example, if the Reflection Tool uncovers a need for improved communication, the *Discovery* phase would be geared towards uncovering moments of exceptional communication. A sharing of what made these instances possible could be used to construct a *Dream* of high quality communication, *Design* a strategy for realizing it and plan how to *Deliver* it.

If there are people in the office with training and facilitation expertise, you can conduct the sessions from resources within the office. However, it will be useful to have one person considered neutral for facilitating sensitive dialogue sessions, such as Completing the Past (p. 39) and Inter-Group dialogue (p. 42). If facilitation skills cannot be found internally, the assistance of professional facilitators from an outside organization is recommended. Here are a few suggestions to assist you in planning for a success:

- Be sure to explain each activity and why it is important. For example if you are doing a *Dreaming* exercise, make sure that the group understands why this is important and how it relates to the outcome you are working towards.
- Think through how the generic guideline can be tailored to meet your specific need. For example, the questions in the discovery interview can be changed to inquire into a specific topic or issue facing the partnership.
- There are exercises like Inter-Group Dialogue that depend on a particular level of trust in order to work. Launching into these sessions directly may actually do more harm than healing. So think about what could precede the exercise in order to ensure the group is ready for this level of intensity.

THE GEM INITIATIVE

The GEM Initiative is based at Case Western Reserve University's Weatherhead School of Management. It is program of learning that works in partnership with U.S. Private and Voluntary Organizations (PVOs) and international Non-Governmental Organizations (NGOs) to conduct capacity building programs that promote organizational excellence.

The GEM Initiative is known for programs that are original and intellectually alive; for its signature themes of Appreciative Inquiry, global partnership and knowledge generation; for its human-centered approach responsive to the advanced learning agendas of PVO and NGO leadership teams; and for capacity building work that is collaboratively constructed for enduring consequence. Participation in GEM programs enables organizations to discover and heighten their capacities to continuously learn, change and innovate.

The CRS/GEM Partnership

In 1998 Catholic Relief Services and GEM began a two and a half-year collaboration under GEM's program of customized partnership, funded through a grant by USAID/BHR/PVC. The purpose of the collaboration was three-fold:

- To improve the quality of partnerships between CRS and its local partners;
- To generate agency-wide learning on effective partnership and it programmatic and management implications; and
- To encourage a joint learning process to design, document and disseminate innovative models of capacity building and partnership development and to explore application of these models throughout CRS.

The collaboration began with a two-day workshop on Appreciative Inquiry and partnership at CRS headquarters in Baltimore. The first phase of the collaboration focused on working with three CRS regions, which were selected from among 13 short expressions of interest from country programs in partnering more effectively with their local partners. Three regions selected were Southern Africa (SARO), Eastern Europe and South Asia. The second phase of the collaboration focused on institutionalizing lessons-learned and building the momentum that was generated by the field activity.

Throughout the collaboration, CRS and GEM generated excitement about the possibilities for transforming partnerships and facilitating honest dialogue between CRS staff and its operational partners. Gathering stories of partnership excellence, innovation and best practices has provided a fresh way to view partnerships - moving from a model of resource-based dependence to one of mutual benefit and strength.

CRS/GEM Partnership Learning Team

People interested in participating in a Partnership Learning Team began to meet in order to guide the collaboration, and reflect on and reincorporate learnings. Meeting approximately every 6 weeks, the Learning Team formed the backbone of the collaboration. Membership expanded and contracted as people left their positions or new people were identified as being critical to the discussions. This broadened the partnership discussion beyond the Program Quality Support Department to other departments in headquarters and in the field.

Global and Regional Partnership Workshops

The main activities of the collaboration have focused on bringing CRS staff and partners together to explore jointly how to strengthen relationships between them and tackle some of the challenges they both face. The design of a series of workshops, facilitated jointly by GEM and CRS staff came from GEM and forms the basis for the session designs captured in this manual. The first two workshops brought together staff and partners from around the world from countries that had expressed interest in participating in the collaboration.

The focus then turned to responding to the requests put forward by the three regions selected for customized assistance. Workshops were held in each of the three regions to fulfill the objectives specified by the regions. The facilitation team consisted of a combination of GEM staff and CRS field and headquarters staff. The workshops were:

- East India – To build trust and strengthen the partnership between CRS and its partners, and also between CRS staff.
- Eastern Europe – To facilitate a five-year phase-over strategy for the Parent/School Partnership Program
- Southern Africa – To establish the foundations of partnership in Zambia as CRS establishes a new office there and forges a partnership with the local CARITAS. The partnership is now part of the SARO Justice Case Study. (Note: GEM was instrumental in two global workshops held in Zimbabwe but was not able to be involved in facilitating the Zambia workshop, although did collaborate with the regional facilitators that were engaged.)

GEM Certificate Program

In addition to the customized regional workshops, CRS staff and partners participated in the GEM Certificate Program in Global Change and Social Innovation. Over the course of two years, ten individuals went through the one-year program. This has increased CRS' capacity to carry out partnership dialogue. It also built a network of practitioners within the CRS world, and connected CRS to the network beyond. The ripple effects of this staff development continue to be felt within the agency, as partnership reflection retreats become creative spaces for dialogue and joint planning.

Conference on Institutional Policies and Procedures

As a result of the fieldwork being done, it became clear that CRS must also look inwardly at the agency's systems, policies and procedures to identify how they support our vision of partnership and how they can be enhanced to be more consistently congruent with our partnership principles. The Partnership Learning Team organized a three-day conference to bring together key people on the issue of partnership globally and answer the questions "How does partnership define who we are and make us the agency of the future?" and "How do the Partnership Principles impact the way CRS conducts its business?" The results of that meeting set the stage for partnership to become a focal point for the CRS World Summit, held later that year at which CRS defined its new vision for the our changing world and its new role as partner within it.

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Chapter 1: BELLS AND WHISTLES

Three elements critical to participatory adult education are 1) for participants to be relaxed, 2) feel that they are in a safe environment and 3) that their ideas are valued. This chapter contains suggestions for encouraging those elements to be present. The ideas are generic and may be used at any event for enhancing participant interaction. It uses methods for processing information and games and exercises to warm-up a group with laughter or movement, or has them reflect on values.

The chapter is divided into 6 different areas:

- Facilitation Methods
- Openings and Introductions
- Setting a Participatory Context
- Warm-ups and Energizers
- Team-Building Exercises
- Closings

There are some special considerations when dealing with warm-ups and energizers. The exercises contained in this section are not all original, but have been tried and tested in different contexts and cultures. It is important that the selection of games be appropriate to the group. Some cultures respond well to games and songs, others do not. Some cultures discourage men and women from touching, making some of the exercises inappropriate for them. Some groups love energizers, others consider them a waste of time, especially when out of context of the larger event. If you do use games, it is important that the facilitation team also participate.

One way to check out the cultural applicability of exercises is to have the participants volunteer to do a short warm-up at the beginning of each morning and possibly afternoon. It may be in the form of a game, a cultural moment, a review of the previous day or a devotion. This allows participants to use their own expertise and also make the event responsive to group preferences.

FACILITATION TECNIQUES

Creating and Using a Parachute

When to Use: As a creative way to do plenary report-back

The parachute is simply a piece of rip stock nylon sprayed with adhesive that can be obtained at any material store (such as 3M Craft and Display Adhesive). This is placed on the wall, with masking tape and sprayed prior to the session. It is probably necessary to spray it only once (and this should be done in time for the room to air out afterwards), but can be touched up through the workshop.

Usually colored pieces of paper or 5x7" index cards are used for the report-outs. Use whatever is available and meets the needs of your group. Simply stick the papers on the cloth - they stay in place but are also removable! (Like a 'post-it'!)

If you cannot access the adhesive spray or the cloth, you can create a similar structure out of flipchart pages taped together to form a "board" for people can stick index cards with masking tape. This is a little messier and cannot be reused, but serves the same purpose of allowing people to organize many different ideas into coherent information.

Card Sorting

When to Use: To distill the ideas of a large group into a few categories

Once all the stories have been heard and analyzed, each person in the group writes the most important themes on a 5x7 card. Using a parachute or board, all the cards are displayed in the front of the room. As each successive person comes up, request him or her to place their cards next to any others that hold a similar idea. Once all the cards are up, look at the data all together and make any adjustments and do any rearranging that might be necessary.

Decide as a group whether there are 'categories' of ideas that unite the card groups. If so, what would the overall name of the category be? Write this on a different colored card and place it next to the group. Make any adjustments to the names and categories that the group needs for the categories to most accurately reflect their thinking.

OPENING and INTRODUCTIONS

Welcome and Introduction

When to Use: To start up the workshop
Time: 20 – 40 minutes

There are many different ways to open a workshop. Here are some suggestions:

Introductions. The primary task of this session is to give a chance for each voice in the room to be heard. There are a number of creative ways to do introductions depending on the size of the group and whether they know one another or not. Small groups new to one another can be introduced through a "role-call". Each person states his/her name, organization, and the answer to a fun question, such as something they are excited about or what makes them smile. Or pairs can respond to the questions and then introduce one another to the group. Larger groups can get to know one another by having individuals find someone they don't know and exchanging stories of the most interesting thing that ever happened to them at a workshop, the most influential people in their lives (not their parents), or something that happened that they thought would never happen. Ask a few questions for people to meet a variety of people. Then have people sit at their nearest table with their new partner (which mixes up the group). Large, new groups find the photo gallery helpful (see below).

Objectives and Agenda. The second important step is to give participants a sense of agenda and expectations of the workshop. This can be done with a simple overview of the objectives and agenda for the workshop. Or post the agenda on individual, movable pieces of paper on a wall or parachute. This emphasizes that the workshop design is fluid, and will be adapted as needed. Ask for input and comments on the objectives and agenda.

Excitements and Concerns. Give each person two 5x7 cards and ask them to write one CONCERN and one EXCITEMENT on each card. Participants share at tables and look for commonalties or process the information through a card sort (above). For each group of concerns, ask the group, "Whose responsibility is this?" Then reach agreement with the people named to work toward achieving this (for example, starting and ending on time is the responsibility of the entire group). This reinforces the shared responsibility for making the workshop a success.

Participant gallery

When to Use: For a large group to learn names and give/receive group affirmation
Time: 20 minutes (Done as participants arrive or on a break)
Materials: Handout (next page)
Polaroid Camera (optional)

Have handouts at each place as participants arrive. If a Polaroid camera is available, take their pictures and staple to the papers. As participants complete the sheets, post them on a wall. Throughout the workshop, encourage everyone to write comments and appreciations on the sheets. Participants take their sheets home at the end of the workshop.

PARTICIPANT PROFILE

Name:

Organization:

Country:

Hobbies and interests:

Little known but interesting fact about me:

What I hope to learn during the workshop:

What I expect to contribute during the workshop:

Topics I would most like to discuss with others:

Place photo here

Comments:

SETTING a PARTICIPATORY CONTEXT

Time: 30 minutes

Materials: Newsprint & Markers

Session Overview

This session sets the tone and allows people to understand the participatory approach of the workshop toward learning. It is particularly useful to set expectations and clarifying the facilitator's role and each participant's responsibility for making the workshop a success.

Steps:

1. Ask individuals to reflect one experience of their own that was an incredible learning experience and identify the factors present that made it incredible. Give people 5 minutes to jot down some notes. Have them share their ideas at tables, listening carefully to each other. Once people are finished ask people to share some of the commonalties they discovered from their discussion. Make a list on flipchart.

2. Explain that this workshop may be a little different from others. This workshop holds certain assumptions: First, the experience and knowledge resides in the group. Each person brings a unique perspective and understanding from which everyone can learn. Second, it is through sharing and dialoguing about our different perspectives, reflecting on our personal lives that we learn from each other. The facilitator's role is not that of expert, but rather to offer ideas, aid understanding, and encourage experimentation and reflection. The primary task for the facilitators is to provide a process for learning and not to provide answers. The participants' role is to listen to each other and to share thoughts and insights. There are no wrong answers and no stupid questions - only a journey of discovery and understanding.

3. Post the following "grounding themes" of the workshop (words in bold on a flip chart):
   - **Awakening the expert within**: Tell the story of a man who wanted riches so much that he left his home and traveled the world in search of diamonds. He spent his whole life searching, and died a poor and broken man. His friends brought him home to bury him on his land. When they dug his grave found that his house was built on a field of diamonds. The moral is that often the riches we seek are within us.
   - **Breakthroughs vs. linear improvement.** Often we believe that things happen incrementally over time. In fact, changes and transformations often happen in discontinuous leaps that happen suddenly and change us forever. As such we need to be aware and pay attention to these breakthroughs in our lives and learn more about how to recreate these conditions.
   - **Living powerfully beyond the comfort zone.** When we move beyond our zone of comfort and take risks we find new and innovative ways of being in the world. This is an opportunity to push our limitations and stereotypes to try new ways of doing things.
   - **Miracles happen through the magic of people in conversation!** It cannot be overemphasized how important the connections of simple conversations can be. This is where we find new and exciting ways of thinking and being that often lead to breakthroughs in our lives.

4. Allow for discussion or sharing of stories that relate to these points.

WARM-UP'S and ENERGIZERS

Zip - Zap - Zoom

When to Use: Help the group to learn names
Time: 5 to 10 minutes

Everybody stands in a circle and a volunteer stands in the middle. The person in the middle points to a person in the circle. He/she shouts ZIP, ZAP or ZOOM. If the caller says ZIP, the pointed person has to say the person's name on his/her left. If the caller says ZAP the pointed person has to say the name of the person on the right. If the caller says ZOOM she/he has to say his/her own name. If the pointed person does not respond within 5 seconds, he/she has to step into the middle and become the caller.

People to People

When to Use: An energizer that brings people closer
Time: 10 to 15 minutes

One person stands in the middle of the circle. He/she is the caller. Ask everyone to find a partner. When the caller calls out two body parts the partners put them together, e.g. head to head or right hand to left knee. After four or five calls caller shouts, "People to People!" Everybody in the circle finds a new partner, including the caller. The person without a partner is the new caller. As the group gets into the activity closer calls can be made e.g. ear to nose.

Variation: Can be used as an icebreaker. While persons stand attached to each other, they can share something about themselves to their partner.

Categories

When to Use: To break down stereotypes and show people their commonality
Time: 15 minutes

Group is in a circle. Caller is shouting a category e.g., sport. Each person will then shout at the top of their lungs their sports interest and join up with the people that have the same interest. Do a number of different categories and see the group formation change (e.g., favorite color, food, room in the house, etc.)

Cyclone

When to Use: To get people moving (e.g., after lunch!)
Time: 20 minutes

Participants are seated at tables. The caller places his/her chair at the front of the room and says, "A cyclone has come into the room and has blown away all the _____ people," filling in the blank with a quality, such as people who wear glasses, have curly hair, men or women, etc. People matching that description have to run to the front of the room, touch the caller's chair and return to a seat as quickly as possible. The caller also races to a seat so that the person left without a seat is the new caller.

Follow the Directions

When to use: When the group is struggling with communication or to make a learning point.
Time: 5 to 10 minutes
Materials: Square sheets of paper

Hand each participant a sheet of paper. Explain that there are two rules:

- Each person must close their eyes throughout the exercise
- They may not ask questions

Ask them to fold their paper in half and to tear off the bottom right corner. Tell them to fold the paper in half again and to tear off the upper right corner, then to fold the paper in half again and tear off the lower left corner. Ask them to open their eyes and to display to those closest to them the unfolded paper.

Discussion questions

- How did each person end up with a different shape to their paper, if they were all following the same instructions?
- Are there times when this happens in the partnership?
- What possible options are there for managing this dynamic?

Hog Call

When to use: To build trust between people before sensitive activities.
Time: 5 to 10 minutes

Get yourself a partner. The two of you have to come up with a word that can be broken up into two (e.g. hot-dog). One person will be Hot and the other will be Dog. Split the partners up on opposite ends of the room. Both are blindfolded and the only way they can find their partner if they shout their name. The person that is Hot will shout HOT and listen where Dog is. They will then walk to each other. This is also a good communication activity.
Variation: Let the group split into four

Come to me

When to use: To build trust between people before sensitive activities.
Time: 5 to 10 minutes

One partner stands their eyes close. The other partner sneaks up on them from behind, either slowly or quickly. The first partner stops the other before they touch by listening carefully and shouting STOP when they sense that the other is close. Objective is to see how close your partner can get.

T'ai Chi

When to use: To relax and induce a meditative and reflective mood. Particularly good when new creative energy is needed.

Time: 10 to 15 minutes

Write the following poem on a flip chart for everyone in the room to read. Read the poem aloud, demonstrating the movements for each line. (The movements are suggested below, but you can make up your own.) Read the poem a second time with the participants repeating each line and gesture after you. The third time, ask everyone to do the movements together in complete silence, joining the gestures together in a smooth and graceful flow. Tell the participants to allow the words and images to flood their mind.

Poem: **"I create my own space."**
Gesture: Both arms move outwards from the chest, stretching as far forward and sideways as possible in a wide arc.

Poem: **"I walk through fire."**
Gesture: Start in a crouching position and stand up quickly. Arms start at sides but move upward quickly as you stand up, like a flame rising suddenly

Poem: **"I feel rain failing down on my face"**
Gesture: Stretch both arms above, looking at fingers. Twiddle fingers as you move them down toward your face creating the impression of raindrops falling gently on your face.

Poem: **"I collect minerals."**
Gesture: Bend sideways to left and stretch left arm in a wide arc, moving from the back to the front in a "collecting" gesture.

Poem: **"The fruit of the earth."**
Gesture: Repeat the last gesture, but this time bend to the right and use right arm to create the wide arc.

Poem: **"I touch the good earth."**
Gesture: Bend forwards and touch the ground in front of you with both palms (or as far as you can get!)

Poem: **"I face the tiger."**
Gesture: Straighten up. Put hands together in front, sides touching and palms forming a mirror. Look straight into your palms.

Poem: **"Then come to rest on a rock"**
Gesture: Lower arms slowly from the previous position and stretch them on each side of your body. Balance on one leg for as long as you can.

CLOSING

Facing Change

When to use: To recognize and discuss the nature of change.

Time: 10 to 15 minutes

Ask participants to form pairs and to look at each other for about ten seconds. Then turn away and stand back to back. Ask each member of the pair to quickly make three changes in his or her appearance. Once this is completed, have the pairs face each other again and try to identify the three changes. You may do the exercise a second time if appropriate. Ask participants to describe their experience and to reflect on their comfort or discomfort with change. In the discussion that follows, elicit analysis of how change was perceived by them. For example, change is often seen as a subtraction not an addition.

Stand-up and Circle of Promise

When to use: To build trust between people before sensitive activities.
Time: 30 minutes (depending on size of group)

Tie a knot in a strong piece of rope to form a circle as big as the circle of participants. Have everyone stand on the outside of the rope and grasp it with both hands as it is lying on the ground in front of them. Everyone stands up at the same time by pulling on the rope. (It is an interesting feeling to have the rope, formerly limp, is suddenly full of strength and able to pull up individuals.) How is this like our group or partnership?

Have an object that can be used as a 'talking stick'. As it is passed around, each person makes their promise of what they will do as a result of the workshop, i.e., keep in touch with participants, listen carefully to others, etc.

(e)Valuation

When to use: To identify parts of the workshop that have been of most value
Time: 20 minutes

Rather than a traditional evaluation where people focus on what is wrong, where the process has failed, and what the problems are, this exercise takes an appreciative approach and looks for ways to build on success and identify wishes and aspirations for the future. As such, the questions inquire into moments of excellence and serves to reconnect people with their vision for the workshop.

Ask participants to complete a "valuation" handout, using the following questions or adapting them to the group. Small focus groups may also be used with different questions.

1. What was the highlight of the workshop? When was it and what did you learn?
2. What will you take back with you from this workshop?
3. How would you like the next gathering to build on this one? What would be the focus?
4. What are your three wishes for the workshop organizers that would have made the event even better?
5. What suggestions would you give to the facilitators for their continued professional development?

Team-Building

Board of Directors

When to use: To have participants experience one another in a new way
Time: 45-60 minutes

1. Participants use newsprint to draw a table with his/herself sitting at the head. They may be creative and their table may be any size or shape. Around the outside of the table, they should seat people who have been or continue to be important influences on them. They can be from any sphere of life: parents, co-workers, teachers, other family members, celebrities, historical figures, etc. Representation might be with names, roles, or initials.
2. On the inside of the table, in front of each person, have them write a few words indicating the influences he/she has had. This should take about 20-30 minutes. Maybe done during one session or for individual work at night to bring to the next session.
3. Have participants share their Board of Directors in small groups.

Life Line

When to use: To have participants experience one another in a new way
Time: 45-60 minutes

1. Ask participants to draw a timeline starting from when they joined the organization (or partnership) to the present time. Emphasize that it doesn't matter if the timeline extends over 20 years or 20 minutes, as each person's experience is unique and important. Each person indicates on the timeline the highs and lows that they have experienced during their time. (The result should look like a graph.) Next to the highest highs and the lowest lows, participants write what was happening then and what made the point in time particularly high or low.
2. Participants share their timelines in small groups. While one person is presenting, others should listen for critical qualities or values they hear, either because they were present in a high or absent in a low. Others may help the presenter reflect on his/her experience to compare with their own experience and critical qualities that they share or are different.

Chapter 2: APPRECIATIVE INQUIRY

This section contains basic theory and a conceptual explanation of Appreciative Inquiry and session designs for leading a group through the four stages of an appreciative process. Although a brief summary, it should give you a good sense of the approach. You are encouraged to read through the section and think about regional or local examples to demonstrate the ideas. For more in-depth information about AI, refer to the Reading and Resources chapter.

The AI sessions offer a wonderful place to begin the partnership process, either with new or existing partners. It enables people to come together and discover the factors that give life to the partnership, as well as to craft a future vision. It can form the basic blueprint of future work together, and give an indication of the actions that are needed to build and nurture the partnership. It is possible to use this design with a variety of partnerships – those that have a history as well as those that are new. Since the phases of the 4-D cycle build upon one another, it is strongly recommended that you follow the sessions in order, either at one event of over time in successive meetings.

It is important for the facilitator to feel comfortable with Appreciative Inquiry before leading the sessions. It is a very different way of looking at life and therefore a surprise to most people. Many resist it at first and so the facilitator must be able to respond effectively to the inevitable questions that arise.

As always, it is important to adapt to the local setting. For example, in Africa stories are a primary source of conveying information. This would lend itself to a stronger emphasis on the power of language in creating our reality. Other cultures and/or groups may need more emphasis on the theoretical underpinning of the approach. In this case, the stories and examples from the research findings (e.g. Placebo and Pygmalion effects) can be emphasized.

Background Reading:
WHAT IS APPRECIATIVE INQUIRY?

If you want to build a ship, then don't drum up men to gather wood, give orders, and divide the work. Rather, teach them to yearn for the far and endless sea.

- Antoine de Saint-Exupery

Appreciative Inquiry is based on a reverence for life and is essentially biocentric in character. It is an inquiry process that tries to apprehend the factors that give life to a living system and seeks to articulate those possibilities that can lead to a better future. More than a method or technique, the appreciative mode of inquiry is a means of living with, being with, and directly participating in the life of a human system in a way that compels one to inquire into the deeper life-generating essentials and potentials of organizational existence.

- David Cooperrider

Appreciative Inquiry (AI) is both a philosophy and a methodology for working with families, organizations, partnerships or communities. As a philosophy for being in the world, Appreciative Inquiry is grounded in Social Constructionist thought, a worldview that asserts that we use language and knowledge to create the world as we know and understand it. It asserts that the power of language and its relational use actually creates the world. In other words, we see what we believe.

We often feel most comfortable with a world that is knowable and predictable. We think that we can believe only what we can see or prove in some objective fashion. We embrace proof methods of pure science as though they applied to human behavior. As a result, we often think of social organizations as machines. The underlying belief in this paradigm, called scientific rationalism, is that there is one best way to do things; one perfect way for an organization to be formed; one preferred way for employees to perform; one acceptable way for partnerships to behave. But who knows what is best, perfect or preferred? Where do those beliefs come from? It does not take long in our emerging global village to understand that the perfect way for a manager to behave in one part of the world can be downright offensive in another.

This shift in how we understand the world leads us to an entirely new way of thinking about our organizations. We begin to see them not as predictable machines, but rather as human constructions that are molded and changed by human beings' images of them. If we think that our organization is limited, unhealthy and a bad place to work, most of what we see will be the behaviors, attitudes and values that prove us right. If, on the other hand, we look for those things in our organizations that are healthy, creative and supportive, we will begin to see an entirely different organization. And the good news is we actually have a choice!

Appreciative Inquiry is the art of discovering and valuing those factors that give life to an organization, partnership or community. It is a form of study that selectively seeks to locate, highlight and illuminate the life-giving forces of an organization, group or partnership. When we inquire into the things in our organizations that are life giving, we begin to understand that we can choose to focus on those qualities. Through asking others to join in our inquiry, we can have a considerable impact on the image of our organization and, ultimately, on the way it functions.

As a method of change, AI differs from conventional managerial problem solving. The basic assumption of problem solving seems to reflect that “organizations are problems to be solved.” In order to improve the organization or partnership, the things that are wrong must be identified and fixed. The process traditionally involves: (1) Identify the problem; (2) Analyze the causes; (3) Locate logical solutions; and (4) Develop an action plan. Change happens as a result of a linear process that assumes we can repair a human system much as we might repair our car or computer. Once the problems are fixed, the organization or partnership will succeed.

In contrast, the underlying assumption of Appreciative Inquiry is that “organizations and partnerships are solutions to be embraced.” Designed to be creative and innovative, human systems are full of solutions in the view of AI. It is their diversity, multiplicity and forward movement that need to be highlighted and built upon.

The Principles

For the sake of building a platform of knowledge and practice from which to innovate, the following seem to be KEY elements of any process that calls itself AI:

1. An understanding and acceptance of the **social constructionist stance** toward reality. What we believe to be real in the world is created through our social discourse and the conversations we have with each other. These conversations lead to agreement about how we will see the world, how we will behave, what we will accept as reality (Constructionist Principle).
2. Realization that **inquiry is change**. The first question we ask is fateful. An organization will turn its energy in the direction of that first question, whether positive or negative. Therefore, the seeds of change are embedded within it. (Principle of Simultaneity).
3. A clarity about the impact of **anticipatory thinking**. Our behavior is based not just on what we were born with or learned from our environment, but also on what we anticipate, what we think or imagine will happen in the future. (Anticipatory Principle).
4. A belief that a **positive approach** is just as contagious as a negative approach. This makes taking the positive stance an antidote to cynicism (Positive Principle).
5. A valuing of **story telling** as a way of gathering holistic information. It that includes not only facts, but also the feelings and affects that a person experiences in any given situation (Poetic Principle).

The Theoretical Basis

Appreciative Inquiry is a far more complex and exciting process than the simplistic “positive thinking” approach with which it is sometimes confused. Appreciative Inquiry turns our thoughts toward that which is valued, that which gives us joy and feelings of worthiness. These stories of positive and generative times lead to the creation of images that become the sunlight toward which our organizations and partnerships turn.

Because of these differences, it is important to understand the origin of the theories that form the basis for AI. The knowledge base that supports this approach comes from widely diverse fields such as medicine, sports, behavioral science, and anthropology.

The widely documented **placebo studies** that took place in the United States, beginning in the mid 1950's have shown that people given "sugar" pills, believing that they are taking "real" medicine, get well at about the same rate as those taking the medicine. Though controversial for some twenty years, most of the medical profession now accepts as genuine that anywhere from one-third to two-thirds of all patients will show marked physiological and emotional improvement in symptoms simply by believing they are given an effective treatment. This will be true even when that treatment is just a sugar pill or some other inert substance. (Beecher, 1955; White, Tursky, and Schwartz, 1985.)

In another set of studies, behavioral scientists looked at the ratio of positive as opposed to negative thought patterns in people facing major heart surgery. The studies demonstrated that those who approached the operation with a feeling that the doctor was good, the medical techniques proven and safe, and their chances of being well again were excellent, recovered at a much greater rate than those who approached the operation with fear and concern. In these studies, it was concluded that the desired ratio of positive thoughts to negative thoughts is approximately 2 to 1. This **imbalanced inner dialogue** made a marked difference in the level of well being that a person experiences.

Experiments called the **Pygmalion studies**, carried out in classrooms in the United States, demonstrated the power of another person's image of us in shaping our performance. In these studies teachers were told that one group of students was not very intelligent, tended to do poorly and was often not well-behaved in the classroom. The second group was described as bright, hard working, and successful. The teacher believed these to be fact while in actuality the division of student groups was entirely random. Within one semester, however, almost without exception, those labeled poor students were performing poorly and those labeled good students were excelling.

Further study showed that the effects of this image held by the teacher affected the students far into the future. (The same effect can be anticipated with images held by parents, bosses, and other authority figures.) Furthermore, it was proven that the image that the teacher held of the student was a more powerful predictor of how well the child would do than IQ scores, home environment, or past performance. These experiments were considered so damaging that they were discontinued.

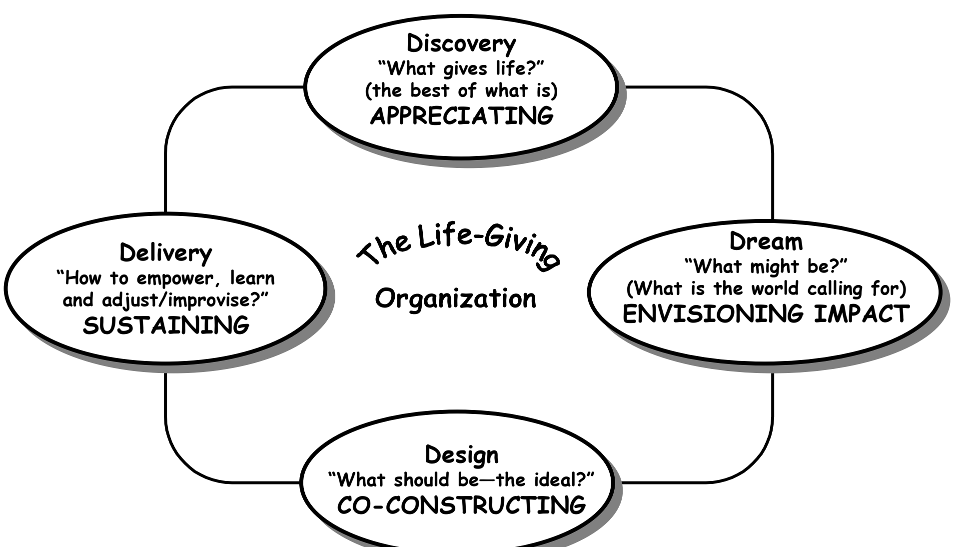
Finally, there are many examples in **sports medicine** of the power of positive image in creating athletes' success. One particularly interesting experiment involved recording a bowling match. For one team, experimenters edited out all of the mistakes and showed the team the film of things they had done right. For the second team, they edited out things done right and used the more traditional training method of showing the team its mistakes and strategizing how to correct them. While both teams improved, the team seeing what they did right made greater improvements than did the team that was shown its mistakes.

The mind, it seems, does not know how to negate a negative. For example, when we say to a child, "No, do not go into the swimming pool," the child's mind images the swimming pool and gravitates toward it. Ironically, studies with three-year-old children have shown that over 80% of the messages they got were of the NO, NOT variety.

With this kind of scientific evidence emerging, it makes sense to rethink our approach to organizations and partnerships. The point is not to dispute the Western thought altogether, only to recognize its limitations. Appreciative Inquiry is not just another technique for business as usual. It requires an enlargement of the current paradigm of linear thinking and a rational, logical, and all too often cynical view of the world. AI replaces it with one that includes the creativity and seeming chaos of a multi-faceted approach to knowing. It gives an expanded way to view reality and a rationale and method to create a desired future.

The Application of AI

Appreciative Inquiry is a way of seeing and being in the world. It is based on the belief that we have the greatest potential when we open our minds and our social processes to the widest possible dialogue among the largest number of people. Thus applied, Appreciative Inquiry becomes an empowering and life-affirming way of being in our families, in our partnerships and in our organizations. It then follows that there is **no one best way** to apply AI. However, once exposed to this philosophy, people immediately begin to innovate with ways of applying it to human systems. This empowering and generative way of being in the world can transform our lives, our relationships and our organizations.



Over the last two decades, many people have experimented with AI at all levels of organizations and communities. The 4-D Model was created through the GEM Initiative as a process for framing AI. The 4-D Model has been successfully applied in non-profit development organizations (NGOs and PVOs) around the globe.

To lead partnerships in the direction of the most generative and creative, Appreciative Inquiry uses a change process called the 4-D Model. Through the model, a group: (1) **Discovers** what gives life to a partnership; what is happening when the partnership is at its best; (2) **Dreams** about what might be; what the world is calling the partnership to be; (3) **Designs** ways to create the ideal as articulated by everyone; and (4) **Delivers** through on-going and iterative processes.

Therefore, while the 4-D Model for applying Appreciative Inquiry is presented here as a systematic approach, it is important to understand that variations on, or even alternatives to this model will inevitably emerge as each group takes the AI approach and makes it their own. Once grounded in the principles of AI, organizations and partnerships inevitably become generative and creative, which leads to more innovation in the use of AI itself.

DISCOVERY
Valuing the Best
of "What Is"

The core task in the Discovery Phase is to appreciate the best of "what is". Focusing on times of excellence when people have experienced the partnership as most alive and effective does this. In order to understand the unique factors that made the high points in a partnership possible, people deliberately let go of deficit analysis and carefully inquire into and learn from even the smallest examples of high performance, success and satisfaction. They tell stories about all aspects of their partnership – inspired leadership; generative relationships; technologies that make work go more smoothly or facilitate better service; structures that support innovation and creativity; planning that encompasses new ideas and diverse people; opportunities to learn; significant impact on beneficiaries; promotion of justice in society and so on. *Where appreciation is alive and stakeholders are connected in discovery, hope grows and organizations and partnerships are enriched.*

DREAM
Envisioning
"What Might

The Dream Phase involves challenging the status quo by envisioning a preferred future for the partnership. This is the time when the organization's stakeholders engage in possibility conversations about partnership - its potential, its calling, and the unique contribution it can make to global well being. For many, this is the first time they have been invited to think great thoughts and create great possibilities for their partnerships. It is this aspect that makes Appreciative Inquiry different from other visioning or planning methodologies. As images of the future emerge out of examples from its positive past, compelling possibilities emerge precisely because they are based on extraordinary moments from the organization's history. These stories of unique and joyful moments are used like an artist's paints to create a vibrant image of the future.

By dreaming boldly about the impact the partnership wishes to make and by creating possibility statements that make clear the shared visions for the organization's future, a beacon is created, a set of unique statements that paint a picture of the group's vision of the most desired future. It is this collection of possibility statements that provides the clear direction for all of the partnership's activities. Just as a stream always follows the call of the ocean, the organizational partnership will move toward its highest and most imaginative visions for the future.

DESIGN
Dialoguing
"What Should

The Design Phase includes the creation or revisiting of the **social architecture** of the partnership in order to integrate the dreams into ongoing activities. This ensures that everything about the partnership reflects and is responsive to the shared vision of the partnership's future created in the **Dream** phase.

Possibilities for the partnership are raised by the kinds of questions asked: What structures are needed that are congruent with our dreams? What kinds of policies will help us realize our hopes? What is the partnership strategy and how does it get formulated and carried out? And most of all, are our new creations congruent with the values reflected in our possibility statements? This is the creation of a social architecture of the partnership. It aligns the overall vision and ensures that everything about the partnership reflects and is responsive to the dream.

DELIVERY
Innovating
"What Will Be"

The final phase creates ways to **Deliver** on the new images of the future, both the overall visions of the Dream Phase and the more specific actions that result from the Design Phase. It is a time of continuous learning, adjustment and improvisation; all in the service of shared ideals. The momentum and potential for innovation is extremely high by this stage of inquiry. Because of the shared positive images, everyone is included in co-creating the future. The key to sustaining the momentum is to build an "appreciative eye" into all the partnership's systems, procedures, and ways of working.

The Delivery phase is on going. In the best case, it is full of continuing dialogue; revisited and updated possibility discussions and statements; additional interviewing sessions especially with new members of the partnership; and, a high level of innovation and continued learning and of the realization that inquiry IS change!

SESSION:

PRINCIPLES OF APPRECIATIVE INQUIRY

Time: 1.5 - 2 hours

Flipchart: Principles of Appreciative Inquiry

Session Overview

This session gives the group a simple explanation of the principles of AI. This also helps them begin to engage the paradigm shift and set the stage for other sessions to follow.

Facilitator Preparation

This theoretical session that should be adapted to your own facilitation style. If you like an interactive session, allow for questions and comments as you move through. If you like a more structured session, present the principles first and then hold the group discussion. Review the manual section “Overview of Appreciative Inquiry” and the attached Facilitation Notes. Write the principles on newsprint or an overhead for presentation.

Steps:

1. Place the words “Human Behavior” in the middle of a flipchart. Ask the participants “Why do people behave the way they do?” As they volunteer words or phrases, place each one on the chart in one of three (imaginary) columns with the far left being “Historical Reality;” the middle above and below the circle being “Current Reality;” and the far right, “Anticipatory Reality.” DO NOT PUT THE TITLE AT THE TOP OF THE COLUMNS IN THE BEGINNING.

EXAMPLE:

HUMAN BEHAVIOR

Peers Culture
Hopes
Genetics Environment Goals
Parents Religion
Dreams
Family Etc. Etc.
Tradition

2. Once you have a few words in each column (10-15), stop the brainstorm and put the titles at the top of each column (Historical, Current, and Anticipatory Reality). Make the point that Appreciative Inquiry focuses on the power of Anticipatory Reality; that is, the image of what might happen.

   It is good if you can use a story about how a person might feel if he/she had promised to be somewhere at a particular time and suddenly realizes they are late. Point out that we have actual physical symptoms and reactions depending upon what we imagine the waiting person to be thinking and how we expect them to react.

3. Lead into a discussion on the research that underlies Appreciative Inquiry. This can be found in the “Overview of Appreciative Inquiry” and covers the Placebo and Pygmalion

studies. The attached teaching notes that have some basic principles of appreciative inquiry to supplement your understanding.

4. Possible Discussion Questions (for plenary or table level) once you have completed the theoretical presentation:

- Where have you seen this principle at work in your life?
- Is there any similar concept in your culture?
- How can you see it working in the future?
- What are some implications of this principle for your organization/partnership?

Place ideas on a flipchart and request each table to have a discussion on those questions that interest them. Give the groups 10 – 15 minutes for this, and then get a sense from the room on the content of their discussions, by asking for each table to share the essence of their discussion.

Facilitation Notes:

PRINCIPLES OF APPRECIATIVE INQUIRY

What is Appreciative Inquiry?

AI is both a philosophy and a methodology for change in any group or organization.

At the practice level AI is:

A collaborative approach to seeking, identifying and enhancing the "life-giving forces" which are present when a system is performing optimally in human, economic and organizational terms. As such, it is a whole systems, multi-phase, highly rapid approach to transforming human systems (i.e., organizations, teams, families, partnerships etc.)

At the philosophical level, AI is:

An orientation to and a set of lenses for knowing and understanding the world and a way of being and seeing the world

Is it new? No. Evidence can be seen throughout human history.

Imagination is more important to knowledge. - *Einstein*
A vivid imagination compels the whole body to obey it. - *Aristotle*
For as he thinks within himself, so he is. - *Proverbs 23:7*

How does it work?

AI uses the power of conversation to engage our imagination, which in turn influences our actions. By focusing, through Inquiry, on that which is life-giving, energizing, joyful and fun -- and amplifying those qualities by involving the whole system in co-construction based on the findings of the AI inquiry, AI enables systems to transform themselves

AI is an approach to the development of people and human systems that recognizes that we can choose to assume:
a) reality is a set of obstacles to be overcome, or
b) reality is a set of mysterious life-giving forces to be understood and embraced

AI recognizes that whichever assumption we make, that choice will lead us to a certain focus in our conversations. Those conversations will lead us to certain images dominating our minds. Those images will lead to action at both the conscious and unconscious level.

Principles of AI:

- Words Create Worlds
- Problem-centered thinking is restrictive; possibility thinking is expansive
- Positive Image leads to Positive Action
- The seeds of change are found in the first questions we ask - Inquiry and Change are simultaneous

SESSION:

DISCOVERING OUR STRENGTHS

Time: 3 hours
Materials: Newsprint & Markers
Parachute (see Bells & Whistles)
5x7 Index Cards
Handouts: Appreciative Inquiry Questionnaire
Flipchart: Key Characteristics of an AI Interview

Session Overview

This session sets the tone of appreciation and curiosity. Interviews are done in this spirit, with an eye to understanding the history of this partnership to build on past achievements and learning from challenges. On an individual level this is an opportunity for people to connect with their own values and most inspirational moments. On a group level, it offers a new depth to the relationship-building aspect of partnership. This session often has a very powerful positive effect on people.

Facilitator Preparation

Re-read the AI Overview, which lays out the purpose of this phase. Prepare on newsprint the interview tips. This generic interview can be supplemented with additional questions.

Steps:

1. Introduce the Discovery Phase. Remind participants where this fits on the 4-D cycle and why discovery is important.

2. Set-up Interviews. Hand out and review with participants the Appreciative Interview Questionnaire. Emphasize how this interview is about storytelling. Using the Interview Tips speak participants through the respective roles of the interviewee and interviewer.

   Ask each participant to select a partner they either do not know well or someone from a different organization. Explain the task as follows: Participant 1 of the partners will interview Participant 2 for 30 min. The interviewer's role is to ask the questions, to encourage the interviewee to be very descriptive and to expand his/her story. The person being interviewed is encouraged to tell the story in language that evokes the feelings and the experience so that the Interviewer can feel that he/she really understands the event. After the time allowed, the partners change roles and Participant 2 conducts the same interview with Participant 1. The person doing the interview takes notes of the high points of the stories that they are hearing. As you listen intently, note words, phrases, ideas that are present when the person being interviewed is telling an exciting story of a creative and successful experience. It is not necessary to capture every word!

3. Discovering themes in small groups. When the group reconvenes, ask each pair to join another pair (or 2 depending on the size of the group). Each person shares the highlights (not full story) of what he/she heard -- the best story, things that were the most meaningful, good ideas, etc. -- as descriptively as possible. Ask people to listen for the most important themes that seem to be present in the stories and make a note of them. (5 minutes per story)

   Ask the group to review their notes, and choose the 3 – 5 most important themes that have emerged from their collective stories. Hand out to each group index cards, and request them to write one idea per card. (20 minutes)

4. Large group card sort. Each group presents their ideas by posting them on the parachute. (See *Bells and Whistles* section on Card Sorting.) Once all the ideas are up the group needs to see if there are ideas that form natural "clusters" of similar concepts. The facilitator should be responsible for moving the cards according to directions from participants. These should be moved around and sorted until there are a few clusters that the whole group thinks captures the essence of the data gathered in the interviews. These clusters can be named and represent the themes that are the core factors that have given life and vitality to this partnership. (20 minutes)

Flip Chart:

KEY CHARACTERISTICS of an APPRECIATIVE INTERVIEW

(Note*: Write only the words in italics on the flip chart. Other text is for explanation only.)*

- ***Assume Health and Vitality**.* What you are seeking are incidents and examples of things at their best.

- The ***Connection*** between the Interviewer and the person being interviewed is through empathy. Questions are answered in a way that evokes the feelings in the listener.

- ***Personal Excitement, Commitment, Caring**.* These are qualities present when the interviewer and the person being interviewed share stories of their personal peak experiences.

- ***Intense Focus.*** The focus of the person listening to the stories leads to the experience of the storyteller being fully heard and understood, a desirable effect from the close sharing that takes place.

- ***Generative Questioning, Curing, Guiding**.* These are the roles of the Interviewer. The skill is to encourage and question without interrupting the storyteller.

- ***Belief vs. Doubt**.* This is the proper stance. This is not a time for skepticism or for questions that imply a need for "proof." The trust that develops from simply listening with interest and acceptance is a major positive affect of this process.

- ***Allow for Ambiguity, Generalization and Dreams**.* These are stories being shared, not reporting of facts. Enjoy.

HANDOUT

APPRECIATIVE INTERVIEW QUESTIONNAIRE

BEST EXPERIENCE: Tell me about a high point - a time when you felt you were involved in a really “good: partnership, a time that stands out as significant, meaningful, mutually empowering, or particularly effective in terms of results achieved. Share the story - what made it a good partnership? How were you involved? What were the key learnings?

VALUES: We all have different qualities and skills we bring to any new partnership. Let’s reflect on those qualities and skills from different levels:

1) YOURSELF: Without being humble, what do you value most about yourself -as it relates to things you bring to building high quality partnerships?

2) YOUR SOCIETY OR CULTURE: Every society or culture has its own unique qualities, beliefs, traditions or capabilities that prepare us for building good partnership relations. What 2-3 things about your culture or society are you most proud about in relation to qualities that might enhance or help build good partnership? Can you share a story about your culture that illustrates its best partnership qualities?

3) YOUR ORGANISATION: What currently, are your organization’s best practices, skills, values, methods, or traditions that make it ready to be a good partner organization?

4) CORE VALUE: As you think about what it takes to build high quality partnerships, especially across organizations from different cultures, what is the core “life giving” factor in such partnerships, without which good partnership would not be possible?

5) THREE WISHES: If you had three wishes for this partnership, what would they be?

SESSION:
DREAMING OF PARTNERSHIP BREAKTHROUGHS

Time: 2 hours

Materials: Newsprint & Markers
Parachute
Construction Kit

Session Overview

To allow the group an opportunity to explore future breakthroughs in the partnership based on their experiences of the past and hopes for the future. This provides a guiding image for the rest of the workshop.

Facilitator Preparation

It is important for you to review and familiarize yourself with this aspect of the 4-D cycle. Re-read the AI Overview, which lays out the purpose of this phase. The Thai Chi mediation (found in Bells and Whistles) can help in creating a reflective atmosphere, effective for this exercise.

Steps:

1. Ask participants to get comfortable in their chairs and close their eyes. Read the Guided Image Exercise to them aloud, using a slow, clear voice. Pause in places to allow them to form the appropriate images.
2. Once completed, ask participants to share their individual reflections with others at their table. Have them identify common themes or things that stand out as important. Encourage them to identify a metaphor that captures the essence or spirit of their discussion. Based on this sharing and conversation the group should develop a "Vision Statement" that captures their consensus in a provocatively worded statement, one that uses language that is expansive and invitational. Using this as a basis, ask each group to construct from the kit a symbolic representation of their dream. (The construction kit is a bag of creative materials, icluding paper, cloth, scissors, glue, stars, wire, etc., etc.)
3. Give each group an opportunity to read their statement and display or present their dream to the rest of the group. Encourage the group to appreciate each other's dreams by clapping or asking people what they find most inspirational about that group's presentation.

Facilitation

Notes:
INTRODUCTION TO THE DREAM PHASE

Engaging in dreaming and visioning is an invitation for a group to go beyond what they thought was possible. It is a time to create a guiding vision to use as a beacon and guide their actions. It is a time to push the creative edges of possibility and to wonder about their partnership's greatest potential. The image of an organization, held in mind and conversation, both drives and limits its activities.

The dream does not necessarily have to be realistic or achievable, for who knows what is really achievable? Use examples of significant human accomplishments that the group can relate to. Examples are the American civil rights struggle and Martin Luther King Jr. "I have a Dream" speech, Ghandi's vision for the English to leave India peacefully, etc. Those were considered neither realistic nor achievable at the time. Use local, national or regional examples of people striving beyond their present situation to realize change.

A partnership can only effectively be enhanced or reconstructed through conversations among key stakeholders. To collectively envision an organization's future based on its successful past is to weave the web of meaning that endures. What is their highest dream for their partnership?

The Dream Phase is the time for questions and dialogue about:

- What is the world calling for our partnership to be?
- Is it more important to have a realistic or an inspiring dream?
- What are the most enlivening and exciting possibilities for our partnership?
- What is the divine inspiration that is supporting our partnership?

Quotes:

- *Ideals are like stars. We never reach them, but we chart our course by them.*

- *A rational person is someone who conforms to his/her environment. An irrational person is someone who expects his/her environment to confirm to him/her. Therefore, social chance can only be accomplished by irrational people.*

EXERCISE: GUIDED IMAGE EXERCISE

Lead the group through the following exercise by reading it slowly and with appropriate pauses:

1. Get comfortable, close your eyes. It is now five years in the future. Imagine that that your partnership has reached a point that is exciting, effective and excellent in every aspect. It is fully present in your everyday life and work.

2. Imagine that it is your first day back at work and you are excited because you know that you'll find a workplace that reflects the real partnership you are engaged in.

3. Wander around your workplace and as you meet people in the course of the day, what pictures emerge that are life-giving and energizing? What are you feeling? What are people doing differently?

4. As you head home from this day, what is life like and how has it changed? What conversations do you have with those at home? What do you tell them about the changes at work?

5. Congratulate yourself for being a part of such a healthy and meaningful change in your work and in your life.

6. Open your eyes and return to this room at your own speed.

SESSION:

DESIGNING A PARTNERSHIP ARCHITECTURE

Time: 3 hours

Materials: Newsprint & Markers

Flipchart: Partnership Architecture

Handouts: Criteria for Good Possibility Statements
CRS Partnership Principles

Session Overview

This session is where the detail is put to the group's dreams and visions that have some consensus on importance. The focus is on creating the infrastructure that will support the living reality of these dreams. The session introduces the concept of partnership architecture and allows participants to tailor this into a graphic representation of their specific partnership. Building on the "Ideal Partnership" this session gives the group an opportunity to write very specific proposals for chosen pieces of the architecture.

Facilitator Preparation

Ensure that the work from previous AI sessions is displayed around the training room, in a way that participants can see and review all the ideas, dreams and excitements thus far.

Steps:

7. Introduce the Design Phase of the 4D Cycle and why it is important. Overview the idea of a partnership architecture. Explain that in the same way buildings have blueprints and architectural plans, so do social systems and partnerships. In order to build the ideal partnership, stakeholders need to develop an image of what the architecture looks like and then design strategies and processes to sustain, nurture and even create the elements.

8. Use the attached Partnership Architecture as a starting point for discussion. Allow participants to work in small groups or in plenary to adapt the picture to their "Ideal Partnership." The task is completed when participants agree that their model reflects their ideal.

9. Introduce the concept of a Possibility Statement as a statement that bridges the best of "what is" with your own speculation or intuition of "what might be." It stretches the status quo, challenges common assumptions or routines, and helps suggest real possibilities that represent desired possibilities for the partnership and its people. Review with the group the handout on possibility statements.

Share CRS's possibility statements for partnership, called the "Partnership Principles". Review these with the group, emphasizing that they are open to change and will be supplemented by the work that this group does.

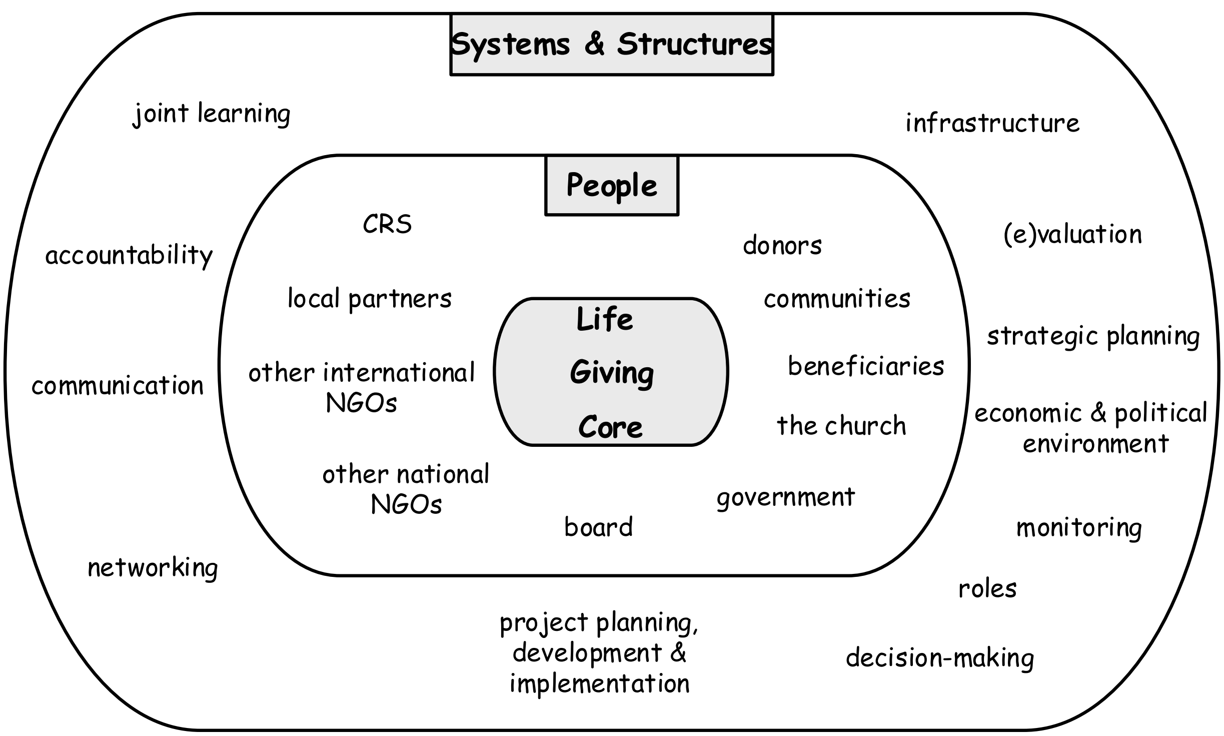
10. Ask people to move through the room at their own pace to reconnect with what has been discovered and dreamed so far. Ask them to take a piece of paper, and make a few notes of things that they find exciting and what speaks to them. In particular they should look back at the themes that came out of the discovery session.

11. After a time, request them to choose a piece of the Partnership Architecture to which they feel drawn. Form groups that are interested in a particular topic. The task is to create a Possibility Statement from the information gathered to date (particularly the themes) for what their part of the Partnership Architecture would look like at its best. (This can be done using open space or just on a self selection basis.) Give each group 40 minutes and come back with their statement on newsprint to share with the rest of the room.

12. Once the groups have completed their task, request them to place their newsprint at the front of the room and read it to the rest of the group. This session should be a celebration, encourage people to show appreciation for the work done. Ask them to comment on what they like most about this statement, and where they would add in something.

13. Depending on the time and energy of the group, run another round of Possibility Statement writing with other pieces of the Partnership Architecture.

PARTNERSHIP ARCHITECTURE



HAND-OUT

CRITERIA FOR GOOD POSSIBILITY STATEMENTS

It is **provocative:** Does it stretch, challenge or interrupt the status quo?

It is **grounded:** Are there examples that illustrate the ideal as a real possibility?

It is **desired:** If it could be fully actualized would the organization want it? Do you want it as a preferred future?

It is stated in **affirmative** and bold terms?

It provides **guidance** for the organization's future as a whole?

It **expands** the zone of possible change and development?

It is a highly participatory process?

It is used to stimulate intergenerational organizational **learning**?

It is worded in the **present tense**?

SESSION:
CRAFTING AN ACTION PLAN

Time: 2 - 2.5 hours

Materials: Newsprint & Markers
5x7 Index Cards
Parachute

Session Overview

The focus of this session is to take the Possibility Statements and develop an action plan that will ensure their implementation.

Facilitator Preparation

Ensure that all the Possibility Statements are prominently displayed in the training room. Make sure that there are enough cards and that the parachute is in the front of the room.

Steps:

1. Ask each person to choose a possibility statement that they feel most passionate about. They do not have to be confined to the one that they developed.

2. Once the groups have formed give them the following instructions. Each individual should brainstorm two or three practical, independent actions that would ensure that this Possibility Statement becomes a reality. Ask the group to gather into a common list these ideas and talk them through. The discussion should move from understanding the idea, to 'valuating' and evaluating it. By the end of their conversation, the group should have a solid list of what action needs to be taken. Each idea should be written on a card.

3. Once all the groups are ready they can present their ideas to plenary by placing the card on the parachute. See if there are similarities in the ideas, and form clusters in the same way that was done in the Discovery Phase when looking for themes from the interviews.

4. Once everything is up, ask the group which clusters have the greatest number of cards. This will give a clue to which actions the partnership may need to prioritize.

5. Ask the group to work on sorting the action information by asking the following questions
    14. Which are the most urgent actions?
    15. Which are the easiest to accomplish and will therefore generate momentum to the process?
    16. Which actions will catalyze, or pave the way for several others?

SESSION:
DELIVERING AND SUSTAINING PARTNERSHIP

Time: 2.5 hours

Materials: Newsprint & Markers

Session Overview

This session is to ignite excitement as well as ensure that there is clarity of direction for the future. The group makes individual and organizational commitments to bringing to fruition the partnership work they have envisioned together.

Facilitator Preparation

Read through the *Bells and Whistles* section for games or exercises that feel appropriate to ignite the energy and enthusiasm of the group. Remember that people might be tired and possibly need to be kept focused and encouraged to remain upbeat and energetic.

Steps:

1. Introduce the Delivery phase by reminding people where we are in the cycle and the task of this phase.

2. Request the group to revisit the action plans developed. Ask people to take a marker and place their name on an action that either excites them or needs their participation. Once this has been completed step back and ask the group if there are additional people who will need to be involved (who are not in the room). Add his or her names to the list that is developing (but ensure that you gain a commitment from someone to follow-up and ask that person to assist).

3. Allow the group to talk through things that may concern them about this implementation phase. Talk about how they will monitor and nurture these actions, and how to bring others on board as needed. This may be a time for the group to discuss the formation of an (e)Valuation team for the ongoing nurturing of the partnership.

4. Once there is a clarity of direction and committed people to carry this out, be sure to celebrate this with the group through the use of ritual/symbolic activities. One way to do this would be to ask each person in the group to complete the sentence "You can count on me to……." These can be written on a piece of paper and read to the group.

Chapter 3: PARTNERSHIP DIALOGUE

The pressures of donor and agency requirements, changing relationships, and histories of charity-oriented assistance can complicate partnerships. Differences in approaches and cultures can deepen miscommunication and misunderstandings. Honest dialogue about what each has experienced, what has been appreciated and what has caused harm to the relationship is the only known treatment for these differences.

This chapter outlines several sessions to help participants better understand partnership and facilitate authentic dialogue among partners. Each session indicates where in the AI Cycle it best corresponds so that the integration with sessions in the previous chapter is as smooth as possible.

Many of the sessions described have shown in past experience to have a significant impact on partnership relationships ***if both parties undertake them with honesty and integrity***. Both CRS and NGO partner organizations must be willing to listen and try to understand their partner's perspective. Follow-up and changes as a result of the dialogue are also important. If they are an occasion for top-down communication or business-as-usual afterwards, the sessions can do more harm than good. Furthermore, it is advised that particularly sensitive sessions (such as InterGroup Dialogue) use the expertise of a neutral facilitator. This could be a local trainer or from another office but should not be from either local organizational offices.

The Partnership Reflection Tool is a longer exercise used to plan to monitor and strengthen partnerships over time. Just as we make plans for program monitoring and revising, partnerships must be similarly watched and nurtured. The tool gives an opportunity for partners to establish their own partnership principles and determine areas for enhanced excellence. The plan resulting from the reflection tool can be visited and updated on a regular basis, such as a partnership retreat.

SESSION:

THE PARTNERSHIP LIFECYCLE

Time: 1.5 hours

AI Cycle: Overview of the cycle

Flipchart: Parabola Model

Handout: Parabola Model Curve

Session Overview

Partnerships, as with other relationships, have a life-course they follow. The Parabola can be a very useful model for members of a partnership for it stresses the importance of common vision and values, and clear goals. It can be used either to draw a group together or unite the efforts in planning new initiatives, or to evaluate the effectiveness of past efforts. If previous sessions on AI have been done, the model ties in well to a 4D cycle.

Facilitator Preparation

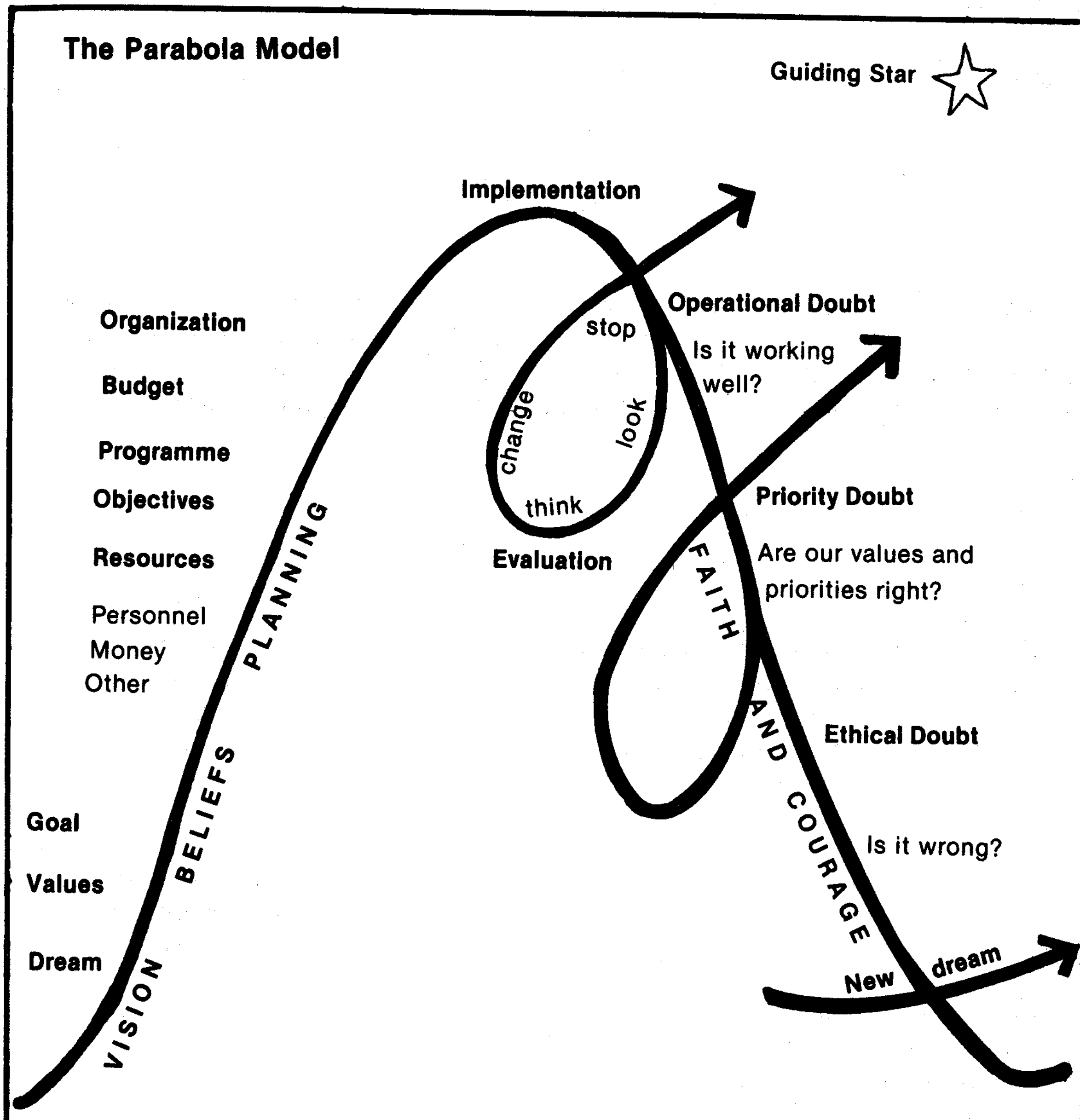
Read and become familiar with the contents of the parabola model as described in the Facilitation Notes and how it relates to partnerships.

Steps:

~~1.~~6. Life cycle presentation. Present the parabola model of the life, growth and decline of projects or partnerships. The model is explained by drawing the parabola on a blackboard or news print. Each step in the development and the decline is labeled on the curve. Give participants an opportunity to ask questions and have a discussion on how the model matches participants' experience or not.

~~2.~~7. Small group reflection. Give a copy of the model to each participant. Ask them to draw on it the stages and information for their partnership. Which steps were done thoroughly, which inadequately? Have them identify different stages of decline they have experienced and what stage the relationship has now reached. This helps to pinpoint particular challenges or difficulties and see clearly what needs to be done to strengthen a relationship. Ask for their ideas for reorienting the partnership back toward the guiding star.

Flip Chart: Partnership Life Cycle



The Parabola. A model showing the life, growth and decline of groups and projects

* Graphic and facilitation notes adapted from *Training for Transformation III*, by A. Hope and S. Timmel. Mambo Press, 1984. p. 86.

Facilitation Notes:

Partnership Life Cycle Parabola

The Parabola Theory

A parabola is a geometrical shape, used often in graphs. It is a model that can enable us to understand the life, growth and decline of groups. It can be used for groups of all kinds and sizes from a simple village committee, partnership or even a social movement. The following cycle can be used to describe a partnership or a project.

DREAM

a. *A Dream* – Every new thing begins as a dream. Someone, somewhere begins to see a new possibility and they share this dream or vision with others. Great visions tap into the belief that the human vocation – our human task on earth – is one of bringing the best out of all of us and challenging us to our fullest potential. There are some dreams for one person to carry out alone. But dreams about building a certain type of society or community require people who share the dream and are committed to making it a reality. Sharing the dream, building the vision, is thus an essential part of the work of creating something new.

b. *Values* – Every dream is based on certain underlying values; for example: Catholic Social Teaching says that every human being has dignity and certain basic needs for community and faith. Too often we assume that everybody agrees with these values when, in fact, this is not so. Very often we use the same words meaning very different things. It is important, therefore, to take time to clarify the values, making sure that there is real agreement where possible, and recognizing differences clearly.

c. *Goals* – The next step in making the vision a reality is to set clear goals. To do this we need to agree upon the situation we hope to have reached by a certain date. For example, we might say, "By the end of 2005 we will have relationships that reflect the partnership principles as we carryout our common vision of _______."

DESIGN

d. Resources – Next we need to consider the resources available and those that are needed in order to reach our goals. Without a doubt, far and away the most important resource is committed and trained people. We should realize that though individuals are extremely important, the effectiveness of each one is multiplied many times if they are part of a strong supportive team. This is where the importance of team building and developing a movement, of clarity about roles, and work on good affirmative relationships, comes in. Far less important but nevertheless necessary, are the other resources that include:

- Money; Materials; Equipment; Buildings; Transportation.

~~d.~~e. *Objectives* – On the basis of the personnel and other resources available, the group needs to set definite objectives. This means deciding what one is going to do to reach the goal.

~~e.~~f. *Program* – The next step is to decide how to carry out the objectives. Many objects fail, though their objectives are good, because their program planning is bad. Program planning requires a deep understanding of the community as well as clear goals and objectives.

~~f.~~g. *Budget* – A budget reflects clearly the priorities of the group. It is quite true to say, “Show me how you spend your time and money and I will now what your values are.” It is very important to decide who should be involved and how in drawing up the budget.

~~g.~~h. *Organization* – This step involves more detailed work on roles and includes dealing with vital questions: who will do what, when and where? Effective delegation of the different parts of the work to be done is also very important.

DELIVERY

~~h.~~i. *Implementation* - The partnership moves into the phase of implementation. It is important to realize that if any of the previous steps of vision, belief and planning are not well done, the dream will never become a reality and the project will fail.

~~i.~~j. *Decline* – When we first start to implement a new project and the steps in the process of development have been well done, there will be united effort, confidence and enthusiasm. But gradually doubts will begin to creep in. It is essential to stop from time to time to reflect, as a group, on what we are doing, evaluating our work, checking on goals, roles and relationships and dealing honestly with any doubts that arise. Doing so brings the group back to working toward the guiding star. Over the life of a partnership, there will be many ups and downs, depending on the doubts and how effectively the group deals with them.

~~j.~~k. *Operational Doubt* – The first level of doubt is likely to arise on the operational level. Is the program working well? Is the partnership efficient? If there are problems, these can be dealt with and the project will continue to grow in range and effectiveness.

~~k.~~l. *Priority doubts* – It is possible that the doubts may be at a deeper level. People may be starting to question whether the priorities are right. For instance, some might begin to feel that food is being distributed to those who most need it, but what is being done to sustain the provision of food to these families? On the other hand they may be getting totally preoccupied with practical project concerns and be ignoring the critical needs of the community. In either case, it is important that all members feel free to question and if necessary re-establish the priorities.

~~l.~~m. *Ethical doubts* – It is also possible that at some point, people who have started a project in all good faith begin to question whether the project may be doing some serious harm. For instance, it is possible for cooperative to become extremely self-centered, and develop rivalry or antagonism within the wider community. It may be continuing a cycle of injustice that keeps the community in poverty.

Nothing human is totally free from error. Projects that were necessary and appropriate at one period may cause harm at a later date. It is normal that needs and priorities change. It is a sign of great courage when groups and leaders involved are prepared to take very seriously the levels of doubt that are arising about a project. If harm is being done in some way, it may be possible to reshape the project and chart a true course again. At times it may be definitely be best for the project to come to an end. To decide to close a project does not mean that it has failed or that it has not done very valuable work in its own time.

DISCOVERY

~~m.~~n. *Reflection and Learning* - If such a project was developed within a group with an ongoing, life, this is a moment when it is really important to cut back on activity, to take time for dialogue, reflection and renewal. They may revisit their vision, discuss what was the best of their experience together and reestablish their dream for a new interaction.

SESSION: COMPLETING THE PAST

Time: 2 hours

AI Cycle: Discovery

Handouts: Completing the Past Questions

Session Overview

This session is NOT an opportunity for partners to get into a laundry list of complaints, but rather an opportunity to work through challenging aspects of their relationships with a view to letting go. The 7 guidelines for communication can help participants keep focused on "speaking truth with compassion". A cultural consideration is whether people are able to speak directly about interpersonal issues. If this is not the case, you may need to adapt the exercise to bring out issues within the local tradition.

Facilitator Preparation

The session can be conducted with participants paired as groups, departments, or individuals. Make this decision based on your knowledge of the participants and the anticipated issues. If people have had little direct contact, an organizational perspective may be more effective. If they know and work with each other on a daily basis they may do it as individuals. If this is a new partnership with no history, perhaps this exercise could be dropped from the program – or tailored into "What my experience is in Partnering".

Steps:

1. The Appreciative Interview focused on identifying those things that are working well in the partnership. This session provides an opportunity to deal with some outstanding or unresolved issues at either the individual or organizational level to allow those to heal and build a relationship uncluttered of them. Discuss 'hurts' and 'upsets' with the group. Emphasize that completing the past is not a one-time event but rather a continual process that could be helpful to do again in the future.

~~5.~~2. Distribute the attached handout and read through the questions with the group. Ask participants to select a partner (based on the chosen grouping) and hold a conversation based on the questions in this exercise.

3. Debriefing is usually not necessary, as the point of the exercise is to <u>complete</u> the past and not bring it up again in a plenary discussion. However, note that reactions may come up during next sessions, as it can be a transformative experience, and this should be allowed.

Facilitation Notes:

Completing the Past

Humans have been given the unique gift of interpretation. We are the only animals that interpret the world around them. This allows us to form paradigms, mental models and stories about people and their environment based on experiences. Sometimes these impressions and stories facilitate positive interactions between people (as when they create a strong foundation of trust and reciprocity). Sometimes they actually hinder new possibilities in the relationships.

Our interpretation can cause difficulties when we forget to distinguish between our interpretation and what actually happens. It can contaminate the freshness of the present and the future with the unfinished residues of “old unhappy far-off things and battles long ago”! This blending of reality and interpretation can sometimes cause difficulties in our relationships when we get upset. (Illustrate this with a story - either from the workshop or your own life)

What causes us to get upset? (Ask for participant’s ideas - Anything from unmet expectations, injustice, misunderstanding and insecurity.) Getting upset is part of being human. But upsets can cloud our vision and sabotage our interactions if we become unable to distinguish between what happened and our interpretation of what happened. It is therefore important to make the upsets known and resolve conflict. This is known as completing the past.

The questions in this exercise are intended to uncover the latter in a friendly context of mutual respect and love. The individuals engaged in the conversation can really experience an opening and access the joy of being listened to and the profound sense of their concerns being accepted and honored.

HAND-OUT | # COMPLETING THE PAST

Here are some suggested questions that are intended to guide conversations between individuals who are interested in initiating, processing and completing unfinished business from the past. You may use these questions to begin a conversation with another person either in your individual capacities or as representatives of the other organizations that you belong to. The questions are formulated to address both these levels of interaction and you may choose the one that you think is most appropriate for you and your partner.

~~6.~~4. What do you think are (a) my strengths and (b) the key strengths of my organization in this partnership?

~~7.~~5. What do you think are some areas in which (a) I could become a much stronger partner and (b) my organization could become a much stronger partner?

~~8.~~6. What are some issues that you (a) hear me complaining about the most and (b) hear my organization complaining about the most?

~~9.~~7. Could you tell me when (a) I have ever disappointed you and (b) my organization has ever disappointed you?

SESSION:
INTER-GROUP DIALOGUE

Time: 2 - 4 hours

AI Cycle: Discovery

Hand-out: Preparing for the Inter-Group Dialogue

Flipchart: Schedule of Discussion Rounds
Seven Principles of Dialogue

Session Overview

To improve relationships and raise awareness of issues, dynamics and gifts present in the partnership.

Facilitator Preparation

This session can be both profound and difficult. It is important that the group be in a place to hold a deep level of conversation. It is often good to begin this session with some selection of trust and/or communication exercises from *Bells and Whistles*. Try to maintain a “hands-off” facilitation style and let the conversation emerge. However, if communication is not forthcoming, be prepared to intervene more actively to get the conversation moving.

Be clear in advance as to what the small group membership will be. Choose a safe space to hold the exercise where groups can meet in private. The groups will probably be of different sizes - what is important is that each feels that this is a safe space to participate. While the groups are preparing, set up the room in a large circle on the outside of the room. Make sure that there are enough chairs for each person, and that it is easy for the relevant groups to pull their chairs into the circle for the conversation. Prepare the flipchart indicating which groups will meet in which rounds.

Steps:

~~10.~~8. Decide on two or three categories of people that make sense for this exercise (example: CRS expatriate staff, CRS local staff, and partners). The idea is to allow people who have a similarity of experience an opportunity to dialogue with each other and the rest of the room about issues pertinent to their perspective.

~~11.~~9. Share with the group the Seven Principles of Dialogue (flipchart) and have a conversation about what this means. Ask if participants have any additions to the list. Instruct the groups that they are to prepare for a dialogue with each of the other groups. Place on flipchart a list to demonstrate the order that the conversations will follow (e.g., partners and local staff; partners and expatriate staff, local staff and expatriate staff.)

~~12.~~10. Give each group time to prepare around whichever questions they feel drawn to. Allow for 60 minutes to do this. You may find that some groups need more time than others do. If they finish at different times, you could allow for a tea break so that people are not just waiting around for others. Check in at regular intervals to see if the time frame is sufficient for preparation. Remind each group that they do not have to answer EVERY question, but only those they feel particularly drawn to.

~~13.~~11. It is often a good idea to hold this dialogue in a different space to the regular training room. Outside is a good option (weather permitting) and allows for the psychological space that this exercise is different. You might want to attach some ritual to the convening of the full group. You could ask people to pair up with someone who was NOT in their preparation group and do a trust walk to the site (see "Bells and Whistles" for details. This builds some of the trust that will be crucial when having the actual dialogue.

~~14.~~12. Once the full group has taken their seats in the circle request the first round to take their seats into the circle to have the discussion. Begin the round by requesting one side to present their questions (or what they have prepared) while the other side listens. Once they are done, ask the second group to do their presentation. Only once both sides have presented should you hold a discussion. People can make comments on what they heard, ask for clarification, or respond to a question they heard. Once 30 minutes are up, end this round by asking the observers if they have any comments or insights from what they have witnessed.

~~15.~~13. Set up and run the second and third rounds in the same manner.

~~16.~~14. This exercise can take longer or shorter, depending on the level of dialogue and energy in the room. Be sensitive to what the group is asking for, but maintain the boundaries that ensure each person gets an opportunity to speak. Your role is to help the discussion along, but do not interfere or control what happens in the fishbowl. Your role is limited, and you should only intervene when there seems to be a lack of listening. Encourage people to follow the guidelines shared around the 7 Principles of Dialogue.

~~17.~~15. It is a very good idea to end this session with an activity that brings healing and reconciliation to the group. This can be a simple gesture of everyone holding hands in the circle and passing on a squeeze. Or something more elaborate like asking people to come up with one concrete step that can be jointly undertaken which would lead to a breakthrough in this partnership. Use whatever ritual feels appropriate to the circumstances.

Flip Chart:

7 PRINCIPLES OF DIALOGUE

~~18.~~16. Create safe space

~~19.~~17. Agree that the purpose is learning

~~20.~~18. Use appropriate communication skills

~~21.~~19. Surface what is hidden.

~~22.~~20. Focus on relationship.

~~23.~~21. Stay through the hard places.

~~24.~~22. Be willing to be changed by the situation.

HANDOUT:

PREPARING FOR THE INTER-GROUP DIALOGUE

~~25.~~23. What would you most like _____ to understand about you?

~~26.~~24. What is an unsolved mystery for you about _____?

~~27.~~25. If you could ask _____ anything, what would it be?

~~28.~~26. What is your persistent complaint about _____?

~~29.~~27. What do you appreciate most about _____?

~~30.~~28. What would a breakthrough in your relationship with _____ look like?

~~31.~~29. What would you like _____ to know about the challenges you face in implementing donor requirements?

SESSION:

PRINCIPLES OF PARTNERSHIP

Time: 2 hours

AI Cycle: Discovery

Flipchart: CRS Principles of Partnership

Materials: Index cards or "stickies"; markers

Session Overview

This session provides a way to develop a list of qualities critical to partnership to be adopted as principles to guide the relationship. The session can be done on its own or in conjunction with the Partnership Reflection Tool.

Facilitator Preparation

Read through the CRS Partnership Principles or country-level principles that have been developed. Be sure you are familiar with card sorting technique described in *Bells and Whistles* section.

Steps:

~~32.~~30. In small groups, participants reflect individually on the highs and lows of partnership from their own personal perspective. (This may follow session on Completing the Past and recapture some of what was said. If this is done, cards should capture the themes and not the particular content of the high or low, as this has been completed and is in the past!)

~~33.~~31. Have them think about the quality that made that event particularly high or low – what was the quality that was either present or absent that made the event memorable. Write them on small sheets of paper or 'stickies'. (This does not mean the quality is always present. For example, "high" stories about passing in important information and "low" stories about rude letters both point to the critical quality of 'consistent and respectful communication'.

~~34.~~32. Participants present their qualities by telling the stories in their small group. The common themes from the stories (or themes) are then posted on a common wall for all the groups. Sort the notes and identify the overarching themes. Review the list to see what is missing and add those. (If it is a large group, ask participants to vote for their 7 most important themes to bring the number down to about 7-10.)

~~35.~~33. Compare the list generated by the group with the CRS Partnership Principles. Note where there is commonality and difference. Decide which list to adopt as the group's principles. Type the principles and distribute to the participants as their guiding partnership principles.

SESSION:

NEW HORIZONS IN PARTNERSHIP

Time: 2 - 3 hours

AI Cycle: Dream

Materials: Newsprint & Markers

Session Overview

The flow of this session is to assist in breaking through old patterns of thinking, and creating an innovative and energized space to develop a guiding image or dream for partnership. This session introduces the group to greater possibilities for partnership. There are two sections: exploring some of the worldwide trends in partnership and providing some sense of the paradigm shift that is possible.

Facilitator Preparation

Read through the Research on Megatrends in Partnership (to be found in the Readings and Resources section). Think about metaphors of partnership that you have seen or heard of that may be culturally specific to this context.

Steps:

~~36.~~34. Divide a blank board or sheet of newsprint into two parts labeled “CRS” and “Partners”. Ask participants the question, “Why do you partner?” Write their responses on the board under the appropriate column. When all the ideas are exhausted, ask participants to look at the list. What are the similarities? What are the differences? Are these differences okay? (Note what role money plays in the list – is it central or not?) What does this mean for our partnership?

~~37.~~35. Explain that partnership is now being studied quite a bit and participants are part of the international dialogue on partnership. Describe the international survey of Southern NGOs, International PVOs and donors. (See reading material.) Based on the responses they gave, ask participants to choose the answer they believe best matches the survey to the question “Why do you partner” for Southern NGOs. Then for International PVOs.

Answer Why do Southern NGOs partner?

~~–~~17. Enhanced organizational/management capacity
~~–~~18. Increased program quality
~~–~~19. Financial resources
~~–~~20. Mutual learning.

Answer Why do Northern NGOs partner?

- Build sustainability
- Increase impact
- Leverage NGO resources
- Increase efficiency

~~38.~~36. Lead a discussion on why it is important for us to understand our paradigms. (Because what we look for is what we will find.) Likewise in partnership, it is important that we understand our paradigm before going much further in working on our partnership.

~~39.~~37. List some of the models of CRS paradigms globally on a flip chart. Explain that there is often a combination of one or more.

21. Sub-contractor
22. Benefactor/Donor
23. Family – parent/child; husband/wife; adult/elder
24. School
25. Matchmaker

Discuss these metaphors. Which ones are relevant to this partnership(s)? Which are not? (20 min.) Ask each table to work as a small group to come up with their own metaphor for their partnership. Give them markers and flip charts.

~~40.~~38. Ask each table to present their metaphor to the rest of the group. Discuss the similarities, differences, surprises, etc. Ask participants how they feel about using metaphors to describe their relationships.

SESSION:
EFFECTIVE COMMUNICATION SKILLS

Time: 2 hours

AI Cycle: Design

Materials: Flipchart and markers

Handouts: Cooperative Communication
Using Cooperative Written Communication

Session Overview

Effective communication is critical to any relationship. This session gives some suggestions for modifying communication patterns to enhance cooperation. This is the first in three sessions on key partnership skills: communication, understanding power and conflict resolution. They can be done individually or in connection with one another.

Facilitator Preparation

Recruit 1-2 people willing to do a role-play and practice your roles in advance. Read through the handout to become comfortable with its contents. If possible, distribute the article to participants before the session in order to have them read it in advance.

Steps:

~~41.~~39. Have participants observe two role-plays and notice the communication patterns. Two actors play official (A) and a partner (B). The two parties can represent CRS with partner or donor with CRS and Partner, depending on the sensitivities that exist within the group and the risk of the role-play being personalized.

Role-play 1: Official is in his/her office when partner approaches. Partner waits while official continues with work. They then discuss a recent proposal or report that was not accepted. Official uses blaming language and conveys an attitude of superiority. Partner is defensive, deflects blame back to the official and conveys an attitude of entitlement. Conversation ends when official gives partner another copy of the proposal guidelines and instructs him/her to resubmit their proposal to meet the guidelines. Both parties are frustrated and their bad opinion of the other is made worse.

Role-play 2: Official is in his/her office but acknowledges the arrival of the partner and offers coffee/tea while he/she prepared for the meeting. They discuss the proposal or report that was not accepted, noting discrepancies with the guidelines, the intention of the guideline and how the proposal/report can be improved. Interactions are respectful and strive for accomplishing their common vision – supporting justice and empowering the poor. They use clarifying phrases such as, "What I hear you saying is … " or "My understanding is that you are facing … Let me explain the constraints I face in this situation as well." They arrange a second meeting at the partner's office and look for ways to work together to meet their mutual interests.

~~42.~~40. On a flip chart with two columns labeled #1 and #2, list what they observed in each of the role-plays. After each thing listed, ask what the effect was upon the interaction (e.g. blaming → made the other person defensive).

Questions:

- What was the impact of the different ways of communicating on the relationship between the two? How did the two parties feel after the interaction? Which way of communicating was more effective in achieving positive results?
- What is the difference between understanding the other's point of view and agreeing with it? How does knowing and using the difference affect communication?
- Can you think of examples when you experienced either one of the other of these lists?

~~43.~~41. If participants have not previously read the handout on Cooperative Communication have them do so now. Break into small groups to discuss the reading and its uses (15 min).

42. Distribute examples of letters (preferably a different letter to each group) and ask them to rewrite the letter using cooperative language. In plenary discussion, have each group read the original and revised letters to the others. Lead a large group discussion on ideas for incorporating both verbal and written cooperative language into their interactions.

HAND-OUT

Cooperative Communication

[*]Organizational relationships are complicated. Imagine a spider web of people, managers, staff members and partners who need to work together and interact in various ways to fulfil their common vision. Disagreements and conflict are bound to occur between staff members, between staff and management, and between partner organizations.

A good amount of bad feelings, relationship problems, destructive conflict and inefficiency result from a lack of skill in the WAY that people communicate with each other. Cooperative communication, or the skills needed to get along with people, are often in short supply simply because they are not learned, resulting in unnecessary conflict and friction. We get arguments that are more oriented towards winning than solving problems, and we get the so-called *personality conflict*, a convenient phrase that allows everyone to avoid responsibility for interpersonal problems. We get partnerships that don't work well because we lack the skills. We get meetings where time is wasted because people don't interact effectively. We get clashes with partners, donors and government officials as a result of both parties using confrontational ways of interacting.

No doubt you are familiar with the "Naysayer". The naysayer is the person who often offers criticism of ideas, or always provides reasons why something won't work. The extreme naysayer rarely offers suggestions or alternatives, but is very good at picking holes in the ideas of others. If you have ever worked with such a person, (or if you are one), you will know that this kind of negative communication is very fatiguing for those around this person. The constant challenging of the naysayer, while it may stimulate discussion, also creates a negative environment, and increased confrontation. Naysayers don't always have negative attitudes. In many cases they simply use language that gives the impression of negativity. They have not learned to phrase their comments in more constructive, positive ways.

What Is Cooperative Communication

Some ways of communicating tend to increase friction and anger. Other ways of communication tend to cause people to work WITH us, and not against us. While it is clear that blatant accusations, name-calling and personal attacks are confrontational (the opposite of cooperative), there are many more subtle ways to ruin a communication.

Cooperative communication involves the use of techniques that are designed to prevent destructive conflict, enhance relationships, and save considerable time and energy. To illustrate some of the techniques of cooperative communication, let's take a look at the following sentences:

- "*You never finish the work on time."*
- *"It seems like you are having some difficulty with the timelines. What can I do to help?"*

Which of these phrases do you think is more likely to elicit a productive dialogue? Clearly the first at least "sounds" antagonistic, while the second doesn't. Another example:

[*] Adapted from *Organization Improvement: Cooperative Communication* by Robert Bacal, 1998, (http://www.escape.ca/~rbacal/copcomma.htm) and *The Ultimate Empowerment Tool: Effective Questions*. Enlightened Leadership International, Inc. Englewood, CO. 1996.

- *"If you had bothered to read the report, you would know....*"
- *It might be that the report wasn't clear on those points. Would you like me to explain?*

What are the cooperative rules here? In our first set of examples, the initial statement uses an absolute word *never*, and as a result tends to cause the other person to argue. In addition the phrase sounds blaming. The replacement phrase lacks those confrontational characteristics, uses a qualifier *seems*, and offers to work together. In the second phrase set, the key word is *bothered*, which suggests that the person is lazy, or uncaring, and that is what will be heard. It also is a blaming statement. In the replacement phrase, we introduce another qualifier *might*, followed by an offer to solve the problem. In both phrase sets, the first phrases are likely to create argument and personalized conflict while the replacement phrases are more likely to result in real problem solving.

Using Positive Language

Language is an exceedingly powerful tool. Whether you communicate orally or in written form, the way you express yourself will affect whether your message is received positively or negatively. There are ways you can communicate in a more positive way that is more likely to elicit cooperation rather than argument or confrontation. Even when you are conveying unpleasant news, the impact can be softened by the use of what we call positive language.

It is very easy to fall into the negative language pattern. Many of us do so without being aware of it, particularly in written communication. For example, look at the following memo.

> *"We regret to inform you that we cannot accept your proposal, since you have neglected to provide sufficient information. Please complete ALL sections of the attached format and return it to us."*

While it is polite (albeit overly formal), it is also exceedingly negative. It includes several negative words -- cannot, and neglected, and it has a tone that suggests that the recipient is to blame for the problem. Contrast this example with a re-written more positive approach.

> *"That you for your proposal. Your innovative approach to poverty alleviation is interesting to us. In order to fully evaluate your proposal for funding, we need some additional information. If you would amend your proposal to include the highlighted areas on the attached page, we will be able to review your proposal and notify you of our conclusions within one month. We wish you success in your new endeavor."*

Note that the negative example tells the person what he or she has done wrong, and doesn't stress the positive things that can be done to remedy the problem. The information is all there, but it sounds bureaucratic, cold and...well negative. The positive example sounds completely different, though it contains almost identical information. It has a more appreciative and helpful tone.

Negative & Positive Language

The first place to start using positive language is with written material. Once you have developed the knack of writing positively, it will be easier to change your spoken language to present a more positive tone.

Negative phrasing and language often have the following characteristics:

- tells the recipient what cannot be done.
- make people feel put on the spot.
- has a subtle tone of blame and intimidation.
- includes words like can't, won't, unable to, that tell the recipient what the sending agency cannot do.

- focuses attention on why we are not achieving or cannot achieve objectives
- does not stress positive actions that would be appropriate, or positive consequences.

Positive phrasing and language have the following qualities:

- tells the recipient what can be done
- suggests alternatives and choices available to the recipient
- sounds helpful and encouraging rather than bureaucratic
- stresses positive actions and positive consequences that can be anticipated.

Common Negative Language/Phrasing

If you want to move to more positive communication, the first task is to identify and eliminate common negative phrasing. The following are quite common, and should be avoided whenever possible.

1. Expressions that suggest carelessness:
   a) You neglected to specify...
   b) You failed to include...
   c) You overlooked enclosing...

2. Phrases that suggest the person is lying:
   a) You claim that...
   b) You say that...
   c) You state that...

3. Expressions that imply that the recipient is not too bright:
   a) We cannot see how you...
   b) We fail to understand...
   c) We are at a loss to know...

4. Demanding phrases that imply coercion/pressure:
   a) You should...
   b) You ought to...
   c) You must...
   d) We must ask you to...
   e) We must insist...

5. Phrases that might be interpreted as sarcastic or patronizing:
   a) No doubt...
   b) We will thank you to...
   c) You understand, of course...
   d) Please respond soon...

~~1.~~6. Questions that look for blame:
   a) Why are you behind schedule?
   b) What is the problem on the project?
   c) Who did that?
   d) Why did you do that?
   e) Who made that decision?

Positive Phrasing

If you are going to eliminate negative phrases, you will need to replace them with more positive ways of conveying the same information. Effective questions combine forward focus and support people in continually moving toward their objectives. By posing a question, the people get the added benefit of discovering the answers for themselves. Below are just a few examples of positive phrasing.

1) If you can send us [whatever], we can complete the process for you.
2) The information we have suggests that you have a different viewpoint on this issue. Let me explain our perspective.
3) Might we suggest that you [suggestion].
4) One option open to you is [option].
5) We can help you to [whatever] if you can send us [whatever].
6) What is working well with the project?
7) How would you describe the way you anticipate the project to turn out?
8) What key things need to happen to achieve the objective?
9) What kind of support do you need to assure success?
10) What options do you see for getting past that obstacle?
11) What will it ideally look like when it's complete?
12) What has worked most effectively in similar situations in the past?
13) In what way could I be most helpful to you right now?

HAND-OUT

Using Cooperative Written Communication

R. Best Partner
Close by
In the Neighborhood

Dear Partner,

Thank you for sending the status report for the cyclone relief project. However, it once again does not meet our standards. As we told you during the training program we held on this very topic last month, you must use the 20-page format sent to you last year. I'm sure it is in your files somewhere. Please use it and resubmit your report quickly.

Until we receive a correct report, we will be unable to advance you any more money.

We hope you are recovering well after the devastating cyclone. It sounded terrible!

Sincerely yours,

BIG DONOR ORGANIZATION

SESSION:

UNDERSTANDING POWER DYMANICS[1]

Time: 2 hours
AI Cycle: Design
Materials: Flipchart & Markers
Handouts: Power, Partnership and Capacity Building
Dimensions of Power
Flipchart: Power source matrix

Session Overview

By understanding power dynamics, we can intervene in a point to strengthen the relationship and negotiate difficulties when they arise. This is the second in three sessions on key partnership skills: communication, understanding power and conflict resolution. They can be done individually or in connection with one another.

Facilitator Preparation

If possible, have participants read *Power, Partnership and Capacity Building* before the session.

Steps:

~~1.~~43. If the article *Power, Partnership and Capacity Building* has not been read, allow time for that now. Lead a brief discussion in plenary to get their views on the article, if this matches with their experience, what are the implications for working in partnership? Emphasize that power dynamics exist and must be addressed directly for them to be used constructively.

~~2.~~44. Present the sources of organization power that are relevant to partnership relations on a flip chart. Allow for questions and discussion. 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 this case, you may want to enlarge the membership to find someone who had the kinds of power your partnership needs. List the stakeholders and then give examples of the dimensions of power that they possess.

~~3.~~45. Process the lists in a large group by asking the following questions:

[1] Adapted from *Partnerships for Community Development: Resources for Practitioners and Trainers* by Sally Habana-Hafner, Horace B. Reed and Associates, University of Massachusetts, Center for Organizational and Community Development, 1989.

- Think about your members and your purposes. Are there disenfranchised group members who should be on this list?
- 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.

46. In small groups ask participants to share across organization perceptions about the partnership relationship among the members. Using newsprint, 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 narrow; lines may suggest stronger and weaker or absent degrees of intensity connectedness; geometric shapes can very in size or configuration to suggest differences in perceived power, resources, or involvement; accessory to tentative stockholders can be pictured as peripheral; etc. Imaginative symbols, signs and drawings and suggest within and across organization dynamics of members' relationships. Interesting or unusual connections can highlight significant personal, interpersonal and group situations.
47. When the creations are shared, the members can have a fresh and fun way for sensing one others' ideas, structures, and processes of their partnership. One result can be a basis for further trust-building and understanding leading to enhanced sense of identity.

Flip Chart: Dimensions of Power

Stakeholders	1 Material/ funds	2 Legal Position	3 Status	4 Access	5 Skills	6 Personality
CRS						
Partner						
Partner						
Other?						
Other?						

HANDOUT:

Dimensions of Power

In a partnership each party or stakeholder brings resources, strengths, needs and power to the relationships. Power is the capacity to influence others (hopefully in positive ways). Power can thus be seen as a strength to the partnership. In fact, a central motive for organizations to form partnerships lies in this richness of power that can be turned into mutual advantage.

Dimension 1: Materials/funds. Having desirable materials 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 has having high status may actually have greatly needed information that is not easily available to others.

Dimension 4: Access. Access to other organization 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 his/her special 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 has 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.

HANDOUT:

Power, Partnership and Capacity Building

By Rick James

From *ONTRAC: Capacity Building News*, No.4 January 2000, **http://www.intrac.org/n-capb5.htm**

Power and capacity building are rarely mentioned in the same breath. In fact, power - both within and between organisations - has a potent, pervasive and often perverse impact on capacity-building programmes. The importance of understanding the power dynamics between organisations involved in capacity building is largely ignored by the 'powerful' Northern NGOs. Many Northern NGOs play down the power that control over resources ultimately gives them, preferring to use the language of partnership. Southern NGOs are often much more keenly aware of power issues. Far from being neutral, capacity building reinforces or undermines existing power dynamics. It is therefore important to ask: 'Whose interests does the capacity- building programme serve?'

Often, it has been the Northern agencies who have defined the capacity building needs of the South. Not surprisingly, these 'Southern needs' have prioritised good monitoring and evaluation as well as financial and narrative reporting systems. The services offered have often been tailored to the interests and needs of Northern providers rather than Southern recipients. Whilst this Northern self-interest is legitimate, especially in the light of greater public scrutiny of NGOs, Northern NGOs have tended to deny anything but altruistic motives. To some degree there will always be self-centred agendas; what is important is to recognize and be open about that self-interest.

It is also important to ensure that the capacity-building providers do not have any direct funding relationship with the beneficiaries, otherwise the capacity-building programme will become hopelessly confused as a 'funding hoop'. Cosmetic changes will be made to secure funding, and authentic change will become elusive.

Power dynamics between organisations will affect the efficacy of capacity-building programmes. Northern NGO intentions are about relinquishing control, although in reality they often find it hard to let go. Northern agencies cannot hope to build capacity whilst at the same time retaining control. While power differences are inevitable amongst the various stakeholders in capacity-building programmes, the effects of these differences must first be recognized and understood before they can be effectively managed. Taking up an ostrich-like pose and putting your head in the sand, pretending that they do not exist, will exacerbate the existing power dynamics and probably undermine the impact of the programme. If awareness of power dynamics is absent, the tendency is for the powerful to inadvertently manipulate capacity-building programmes to their own ends and thereby remove ownership from the supposed beneficiary.

Furthermore, authentic capacity building is at least two way. For development aid to move from people to people, it travels along a lengthy 'aid chain'. The tendency is to define the capacity building needs of the level below you. Consequently, official donors question the value of Northern NGO roles; Northern NGOs identify the real lack of capacity in Southern NGOs, whilst Southern NGOs complain about the lack of motivation and capacity of the community groups they are working with. In fact, there are capacity building needs throughout the whole chain. Experience reveals that the level of the chain at which you can have most impact on capacity building is actually your own level and more specifically in your own organisation.

It is increasingly clear that for Northern NGOs to have an effective impact through Southern NGOs, there must be a productive and trusting relationship in this aid chain. Productive relationships can only be developed when the North recognizes the primary contributions made by its partners in the South. For real development to occur, the deep-rooted attitudes of paternalism which are perpetuated by the aid chain must be challenged and changed on an organisational and individual level.

This was extracted from a forthcoming book by Rick James entitled 'Power and Partnership in Capacity Building'.

SESSION:
CONFLICT MANAGEMENT SKILLS

Time: 3 hours
AI Cycle: Destiny
Materials: Flipchart & Markers
Chairs and space for a role-play
Handouts: Joint Conflict Resolution Process

Session Overview

Any relationship has conflict. It is a normal and potentially creative tension. This session explores ways to resolve conflict in ways that can be channeled constructively toward improved relations and performance. This is the third in three sessions on key partnership skills: communication, understanding power and conflict resolution. They can be done individually or in connection with one another.

Facilitator Preparation

Read through and become familiar with the content of the facilitation notes on conflict. In advance, ask for volunteers willing to do a role play of the conflict resolution process, either from a real or an imaginary conflict (a real one is preferred). Have them read through the process and do the first two parts in advance of the session.

Steps:

~~5.~~48. Ask people to reflect on a conflict from their experience, either interpersonally, inter-organizationally, or communally. Give them 10 minutes to answer the following questions:
- What was the conflict about?
- How did you react? What did you do?
- How was the conflict resolved (if it was)?
- If not, what were the obstacles?

~~6.~~49. Conflict Analysis – Explain the iceberg model of conflicts and discuss it briefly (found in Facilitation Notes). Give participants another 5-10 minutes to work with the model and try to diagram their personal conflict by analyzing it on the different levels.

~~7.~~50. Conflict Handling Skills. Without going into the details of the conflict, have participants say how they reacted to the conflict. Record responses on a flip chart, loosely grouping them into four categories as they are given: avoidance; domination; litigation; mediation. (Do not put the labels on the categories.) Explain that there are 4 basic styles in resolving conflict for both individuals and organizations. Write the name of each near the grouping on the flip chart as you talk about each (referring to the facilitation notes). Note that with three of the strategies, there are winners and losers. With the last, it is a ‘win-win’ situation.

~~8.~~51. Conflict Resolution Process. Hand out the Joint conflict Resolution Process handout. Read through it and answer any questions or comments that arise. Have a pair or group of participants who have agreed to model the resolution of a conflict they have had (either real or fictitious) come to the front of the room. Have them explain the conflict situation and present their ideas from part 1 and 2. As facilitator, stop the role-play at the end of each part to review what happened, answer questions and ask participants to identify examples of where they saw the process principles being used. At the end, thank the group doing the role-play for sharing their experience.

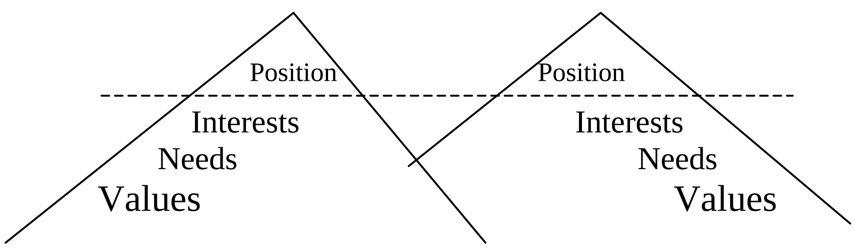
~~9.~~52. In a large group, hold a discussion on what the participants saw, if this process could be used appropriately in their culture (and if not, how could it be adapted), and how they could use it in their own circumstances.

Facilitation Notes:

Approaches to Resolving Conflict

Conflict within and between organizations is normal and even healthy. If used creatively, it can be used to forge new understandings, strengthen relationships and even create new possibilities and ideas. However, if it is not managed and resolved in a positive way, it can be a destructive force in a partnership.

Conflict can be analyzed by using a metaphor of an iceberg. What can be seen is the tops of the icebergs, or the positions of the different parties. Yet underneath is a much larger piece which must be dealt with or will cause real trouble – the interests, needs and values. The deeper you go in the situation and focus on the underlying issues, the greater the chance to find common ground. Once that is established, it is possible to work back up the list and reach positions that are compatible to both.



There are **four basic styles** for handling conflict. Each person and organization has its own balance and blend of these in the way it resolves conflict.

- **Avoidance** – Pretending that the conflict does not exist and allowing it to exist under the surface. Used by the <u>Avoiding organization</u> that uses avoidance, delaying tactics, underlying tensions and passive-aggressive behavior to deal with contests. *Everyone* loses

- **Power** – trying to win by using one's own strengths to prevail over the objections of opponents. Focuses on the positions or the parties. Used by the <u>Dominating organization</u> that uses threats, intimidation, or coercive force to win power contests. *Someone loses*.

- **Rights** – Trying to win by appealing to legal or moral authority, past precedent or other external judge. Focuses on the positions or the parties. Used by the <u>litigating organization</u> that appeals to external authority to judge or arbitrate fights contests. *Someone* loses

- **Interests** – trying to satisfy one's interests by reconciling them with the interests of the opponent. Focuses on the underlying interests of the parties, rather than the positions. Used by the <u>mediating organization</u> that attempts to resolve disputes by reconciling interest. *No one loses.*.

HANDOUT: Joint Conflict Management Process

Part I : Thinking/Mapping/Analyzing the conflict

1. What is this conflict about?
2. Who is involved?
3. Self reflection:
   - Clarify own needs, values, beliefs
   - What do I need (not positions)
   - What are my concerns?
4. Understanding the other person or actors
   - What concerns do the other persons have?
   - Suspicions or assumptions about the other person.
5. How important to me is my relationship with this other person?
6. What will happen if we fail to resolve our conflict?
7. What are the goals for this problem solving discussion?

Part II: Finding time to talk

- Mutually convenient
- Enough time to discuss the problem
- Meeting place is quiet and free from interruptions

Part III: The Discussion

Step 1: Goals and ground rules
- State goals for the discussion
- Ground rules: taking turns; mutual respect; listening for understanding

Step 2: Defining and Discussing the problem
- Each person tells what happened, states issues and feelings (taking turns listening)
- Remember: *You don't have to agree with what is being said in order to listen and understand!*
- Avoid blaming
- Recognize and understand emotions
- Do not use this discussion to 'vent' or 'dump' on the other person
- Use "I" messages or ones that reflect only your feelings and behavior, not the others'.
- Identify interests and needs (not positions)

Do not find solutions yet!

Step 3: Reflecting back
- Summarize new understandings and progress
- Agree on the definition of the problem (interests, issues, needs)

Step 4: Finding solutions
- Brain storm options
- Explore alternative solutions (be creative and non-judgmental)
- Determine the advantages and disadvantages of each course of action
- Consider consequences and do a reality check (will it work?)
- Consider how solution will work for the future. (Does it need to?)

Step 5: Agree on a mutually satisfactory solution
- Make sure the solution(s) is/are specific and balanced. Who will do what, when, how, etc.

Step 6: Plan for /follow-up

- Agree on a time to check in future to make sure agreement is working (be specific)

Part IV: Follow-up

1. Check with one another to make sure the agreement is working
2. Renegotiate, if necessary.

SESSION:

PARTNERSHIP REFLECTION TOOL

Time: 4 hours

AI Cycle: Delivery/Destiny

Handouts: Partnership Reflection Tool

Flipchart: CRS or Country Principles of Partnership

Session Overview

This session provides a way to operationalize the Partnership Principles within a country program and increase understanding and ownership of the values contained within them. The session can be done in stages or in parts, depending upon the stage of the partnership and the number of partners and people involved. The Partnership Reflection Tool can be used on an annual basis as a way of establishing partnership goals to guide and strengthen the relationship. For the first year, it is recommended that it be done in conjunction with the Partnership Principles exercise.

Facilitator Preparation

Read through the CRS Partnership Principles or country-level principles that have been developed.

Steps:

~~10.~~53. Review the CRS or country-level Partnership Principles, depending on which is being adopted. Make any further adaptations as needed. The end result should be a set of principles that both parties agree reflect their idea of excellent partnerships. The Checklist is consequently adapted in light of the changes.

~~11.~~54. The revised checklist is given to each partner to complete separately. How this is done can be decided locally, although a suggestion would be to have each partner organization hold an internal meeting to discuss the different points and agree on the level they believe their partnership meets that principle – interactive, functional, consultative, passive.

~~12.~~55. Partners come together to share their responses, note commonalties and differences, and discuss their rankings for any clarification that may be needed. Together they identify the key principles upon which they would like to focus for the next year.

Note: The number of principles may vary, although it is suggested that it be limited to about 3 in order to give each one appropriate attention. It may be the principles given the lowest ranking or it may be others most critical to the functioning of the relationship. Ironically, partnerships reflecting a number of principles that need improvement may want to only choose one or two, while stronger partnerships may want to choose more. The point is not to bring the partnership to perfection, but only to take the next step and make it a solid one.

~~13.~~56. For each principle identified, the partners jointly brainstorm on behaviors that would indicate that the principle is being met. A list of sample behavior indicators is included in this tool. This list is not finite but only intended to stimulate thinking! The list is reviewed and the ones partners both commit to work on are chosen. Timeframes are established for how often this will be done.

~~14.~~57. Go to work engaging in the behaviors and strengthening your partnerships. In one year's time (or however long you choose), repeat the process. Note how much progress was made over the year, chose new principles or new behaviors or stay with the old ones, according to group discussions.

HANDOUT: PARTNERSHIP REFLECTION TOOL

Partners indicate the level which the partnership meets this principle from their own perspective. The following elaboration of the scores may be helpful.

<u>Interactive Partnership</u> – Partners participate in joint analysis and development of SPPs, and action and project plans. Participation tends to involve interdisciplinary methodologies that seek multiple perspectives and make use of systematic and structured learning processes. Partners share in local decision-making and have a stake in maintaining structures or practices.

<u>Functional Partnership</u> – Partners participate by forming groups to meet predetermined objectives related to the project, which can involve the development of promotion of externally initiated social organization. Such involvement does not tend to be at early stages of program cycles or planning, but rather after major decisions have been made.

<u>Consultative Partnership</u> – Partners participate by being consulted and CRS field staff listen to the views. CRS defines both the problems and solutions, and may modify these in light of partner responses. Implementation is then handed to the partners to carry out.

<u>Passive Partnership</u> – Partners participate by being told what is going to happen or has already happened. It is a unilateral announcement by an administration or project management without listening to peoples' responses. The information being shared belongs to CRS.

CRS Partnership Principles	Interactive	Functional	Consultative	Passive
P **Participation of communities** CRS and its partners *maximize community participation* in all aspects of programming to ensure community ownership of, and decision-making within, the development process.				
A **Autonomy and mutuality** CRS achieves *complementarity and mutuality in its partnerships*, recognizing and valuing that each brings a set of skills, resources, knowledge, and capacities to the partnership in a spirit of mutual autonomy.				
R **Responsibility for decision-making** All of CRS' partnerships assign responsibility for decision-making and implementation to a level as close as possible to the people whom decisions will affect.				
T **Transparency** CRS promotes *mutual transparency* regarding capacities, constraints and resources.				
N **Needs assessment and capacity strengthening** CRS facilitates and promotes the strengthening of partners' abilities to identify, build on, and address their vulnerabilities, strengths, and specific capacity building needs through a process that leads to sustainability.				
E **Equitability** CRS fosters *equitable partnerships* by engaging in a process of mutually defining rights and responsibilities, in relation to each partner's capacity, required to achieve the goal of the partnership.				
R **Respect, openness and sharing** In its relationships with partners CRS promotes *openness and sharing of perspectives* and approaches.				
S **Shared Vision** CRS bases partnerships upon a shared vision for addressing people's immediate needs and the underlying causes of suffering and injustice.				
H **Helps strengthen civil society** By building partnerships, CRS seeks to make a *contribution to the strengthening of civil society*.				
I **Institutional Development** The engagement of CRS and the local partner in Local Capacity Development involves a long-term commitment to complete a mutually agreed upon process of organizational development.				
P **Partnership** Overall satisfaction with the partnership				

Principle Indicators List

Complete one indicator list for each principle identified for action. Think of what behaviors indicate that this principle is present. Place the complete principle at the top of the table. List as many indicators as you feel are useful, adding additional spaces if needed. (Look at the sample list to get your thinking started.) Once the list is agreed upon, come up with a timeframe for the frequency of action.

Principle:

Behavior Indicator:	Timeframe
1.	
2.	
3.	
4.	
5.	

Sample Indications of Partnership Behavior

The following is a list of possible indicators for each partnership principle. The list is intended to be illustrative only. Feel free to use, change, or not use the indicators only as useful and applicable to your specific and unique situation and partnership environment.

Participation of communities

- Communities are recognized to have capacities and coping mechanisms that should be identified, understood, and strengthened as the primary source of solving local problems.
- Participatory methods are used to maximize joint planning, evaluation and analysis.
- Partners conduct joint field visit and working session while designing projects to determine how they will work with community groups and beneficiaries.
- Outputs/results of projects are sustained, protected, managed and utilized by community beyond life of project, even during times of change.
- CRS and partners participate in community projects/programs.
- All stakeholders (comm. Members, local CBOs, local government officials, private business, etc.) are committed to and involved in reaching community goals.
- Local officials lobby higher levels for increased resources or other relevant changes

Autonomy and mutuality

- Partners get to know each other and identify issues of common interest through meetings without preconceived projects in mind.
- Field visits/contacts are held to learn more about each organization.
- All stakeholders understand and know goals of relationship. Local partners express their views of partnership, their needs and what they're looking for from CRS; CRS is clear and direct with counterparts about its hopes and expectations for partnership
- Partners explore the best kind of relationship for two organizations (subcontractor, joint venture, donor, service provider, technical assistance, etc.), institutional development arrangements, policy support and development education responsibilities.
- Comparative advantages of each organization and how the two can complement one another are discussed.
- Each partner willingly takes responsibility.
- Mutual assistance is given.
- Identify concrete ways in which each organization can contribute to strengthening the other during the course of the relationship; identify innovative management approaches and practices by Southern partners.
- Identification of the technical, financial, and human resource capacities of both partners.
- IB is as a reciprocal relationship with both organizations having areas of strengths and areas in which each can serve as a resource to the other.
- Advocacy work is done jointly, e.g. local partner representatives speak in US on effects of US policy on poor, partner representative on visit to congressional representative to discuss issues of concern.
- Each organization continues to exist and interact with other partners and their reputation remains independent.
- Sharing of information gathering and analysis exercises
- Defining a mutual learning strategy. Acknowledging examples of mutual exchange of learning and access to knowledge and skills, innovative methodologies
- Expression of mutual satisfaction with relations
- Communication is conducted in both/common languages
- Celebrations are held together.

Responsibility for decision-making

- Priority needs and opportunities are identified through local partner's network.
- Joint decision-making structures are defined and utilized.

- Clearly defined and agreed upon fiscal accounting
- Willingness to modify expectations and roles to address lessons learned
- Projects are developed together (e.g., joint field visits and working sessions while designing projects; determining responsibilities and ownership of the project, etc.)
- Participation in decision making is regularly employed.
- Workshops and meetings are held to discuss decision-making, project implementation, and risk evaluation
- Guidelines are established for how the budget will be managed and controlled.
- Joint planning for SPP and projects. Partners are engaged in project activities from the earliest stages of problem identification and project planning to ensure appropriate and meaningful collaboration.
- Existence of a strategy for active solicitation of views and perspectives of partners in the processes of program exploration and selection
- CRS country programs and headquarters departments collaborate with European Catholic agencies to *educate and engage constituencies* in common global citizen concerns, as well as link those constituencies with local partner constituencies to enrich constituency education, and form global networks for action.

Transparency

- Periodic review of expectations, roles and responsibilities
- Regular meetings are held to review project achievements, check on working relationship and solve problems.
- Willingness to modify expectations and roles to address lessons learned
- Mutual monitoring systems guide how each is accountable to the other and how both are accountable to community/beneficiary groups.
- Information is shared between organizations, such as financial information, long-range plans and organizational assessments, organizational strengths/weaknesses and challenges faced.
- Sharing of information on grant conditions and donor requirements.
- Clearly defined and agreed upon fiscal accounting
- Guidelines are established for how the budget will be managed and controlled.
- Sharing of information gathering and analysis exercises.
- Indicators to monitor project progress are mutually agreed upon.
- Evaluations are used as management/training tools so that both Northern/Southern partners and community groups/beneficiaries can learn and grow through them, and the relationship can be strengthened.
- Identification of the technical, financial, and human resource capacities of both partners.
- IB activities are coordinated with other donor and partnership NGOs.
- Donor agencies are engaged as a partnership team
- Joint reports are submitted to donors or systems are established so each knows what goes to a donor.

Needs assessment and capacity strengthening

- Capacity building assessments are regularly conducted with major counterparts, using self-assessment tools whenever appropriate.
- CRS country programs and headquarters departments collaborate with European Catholic agencies to *educate and engage constituencies* in common global citizen concerns, as well as link those constituencies with local partner constituencies to enrich

constituency education, and form global networks for action.

- Adequate financial and staff resources are invested in capacity building plans.
- Baseline study and monitoring system followed to measure capacity building progress. Sustainability indicators, including financial sustainability, are developed and monitored. Benchmarks agreed upon.
- When goals completed, new roles and responsibilities assigned and taken.
- Existence of an exit strategy and an independent capacity to access/generate resources
- Existence of plans for strengthening managerial, organizational and technical capacities of partner organizations
- Linkages with a diversity of funding sources
- Plan for fundraising skills transfer.

Equitability

- The number of organizational partnerships matches the capacity to provide sound and regular financial, management, administrative, (e.g., joint field visits and working sessions while designing projects; determining responsibilities and ownership of the project, etc.)
- Participation in decision making is regularly employed. technical, and moral support consistent with CST.
- Partner roles and responsibilities are clearly defined within a project. Written agreements outline each organizations' responsibilities and norms of behavior and amount and type of resources and skills each brings to the table.
- Projects are developed together
- Forums are held for both partners to have dialogue with respect to the design and implementation of the project.
- Identify concrete ways in which each organization can contribute to strengthening the other during the course of the relationship; identify innovative management approaches practices by Southern partners.
- Keeping the vision alive, supporting each other through thick and thin
- Partners commit to working on common organizational challenges, like fundraising or board development, and learn from and support each other.
- The partnership is monitored through ongoing dialogue and annual partner meetings.
- Donor agencies are engaged as a partnership team
- Joint reports are submitted to donors or systems are established so each knows what goes to a donor.

Respect, openness and sharing

- Cultural sensitivity
- Frequent communication
- Partners take time to develop trust before starting a project.
- All stakeholders understand and know goals of relationship. Local partners express their views of partnership, their needs and what they're looking for from CRS; CRS is clear and direct with counterparts about its hopes and expectations for partnership
- Partners attend fora together (such as conferences, workshops).
- Partners seek to understand and address root causes of the targeted symptom of poverty or injustice (such as high infant mortality, high erosion rates, illiteracy, or food insecurity).
- Staff are provided with opportunities to learn why and how CRS works with partners, using the Principles of Partnership, the CRS Justice Strategy, and principles of Catholic Social Teaching as guidelines.
- Sharing information gathering and analysis exercises
- Engage in staff exchanges or internships.
- Partners are appropriately supported in their efforts to uphold country policies related to its mission/work, such as policies related to rights of woman, labor codes, etc.
- Joint experiences are documented to share with other organizations interested in partnerships;
- Joint international, regional or country-level

workshops are held with other development organizations.

Shared Vision

- Partnership is based on shared values of justice and social change.
- Clear and well-defined visions for each organization are expressed in mission statements and charters. Discussions are held on the compatibility of any differences that may exist.
- Strategic Plans of both reflect at least some common approaches and program areas
- Project documents integrate shared vision and strategic approaches.
- Both organizations have congruent charters/mission statements and each are discussed.
- Alignment on program and implementation issues
- Agreement on values and ideology

Helps strengthen civil society

- CRS undertakes dialogue and/or action to strengthen or improve civil society arenas
- CRS encourages its partners to engage in dialogue and action with other members of civil society, in order to contribute to the transformation of unjust structures and systems.
- Country programs collaborate with other PVOs and local NGO support organizations to provide training for organizational development in an effort to increase consistency, avoid repetition, increase cost-effectiveness, provide networking opportunities and decrease dependence of local NGOs on a single PVO.
- Country programs seek to create linkages between local partners and organizations sharing similar purposes and mission at both the regional and international level, including those in the United States, for the purpose of sharing information, strengthening institutional capacity, building alliances, and accessing resources.
- Country programs facilitate and support *networking and coalition-building* within civil society as well as between civil society and the business and government sectors through various approaches, including:
- Providing funds for workshops, conferences, and training opportunities;
- Managing umbrella projects that involve multiple local organizations working together;
- Supporting intermediary or support organizations that offer training, networking opportunities, advocacy assistance, and other services to local organizations; and
- Engaging local government and small businesses in development efforts with civil society partners.
- Country programs assist local partners and their networks in strengthening legal, policy, and operating environments through such nonviolent means as:
- Providing contacts in other countries to encourage and facilitate exchanges of information;
- Supporting advocacy training, events, and activities, including public awareness campaigns; and
- Convening fora for discussion and action among local civil society, PVOs, U.N. agencies, donors, and host government bodies.
- Integration of advocacy educational modules in CRS projects/sectors

Institutional Development

- Comprehensive IB plans developed with major counterparts to address their needs.
- Country programs engage local partners in *joint and mutual organizational assessment and planning processes* through which all parties, including CRS, collaboratively identify their own strengths, prioritize the areas in need of

improvement, and create their own action plans.

- Strengthening of local partners' organizational capacities are based on shared action plans, project-specific interventions, occasional trainings, etc.
- Partners expand their operational network with other NGOs/donors.
- Opportunities are provided for training and dialogue on strategic issues: justice lens

Chapter 4: PUTTING IT TOGETHER

While the focus of this guide has been using Appreciative Inquiry and other techniques to strengthen partner relationships, the sessions can be adapted to apply to almost any topic. The key to adaptation is to be clear in choosing the inquiry question. This guide is an inquiry into excellent partnerships. By changing the inquiry into one on program quality or justice, for example, the same AI sessions can be used but the questions changed accordingly.

For example:

- "Tell a story of a moment that stands out for you when you knew program quality was strong." "What are your three wishes for encouraging program quality in our programming?"
- "Imagine our community 5 (…10…20…) years in the future and all your dreams for justice have come true. What do you see? Describe what is present."

This chapter examines applications of the exercises by either putting them together into a workshop or adapting them for some CRS programming events. For a workshop, a number of approaches, considerations and ideas are put forward for making the workshop participatory in its planning and delivery. For CRS programming events (partnership retreat, SPP development, program quality reflections, working with communities), suggestions are given for how to use and adapt this manual.

Partner Retreat or Workshop

Many Country Programs currently hold or are interested in holding annual partnership retreats. These events are a chance to jointly reflect on the past year, resolve conflicts of tensions that might have developed, and set a common agenda for the future. This section outlines a process and agenda for jointly developing the workshop with partners. It is important to include partners in the design as well as the implementation of the workshop. This will send the strong message that you are willing to 'walk the walk' of partnership and not simply 'talk the talk'. The difference will be noticeable!

The following proposed design rests on two important assumptions:

- Workshop participants are a balance of CRS staff and representatives from partner organizations;
- There is a desire to enhance the partnership and discover moments of excellence in order to grow further.

Convene a Planning Team

The role of the planning team will be to work together in designing and running the event to build, enhance and nurture this partnership. Ideally it can include members from CRS and the partnership organization(s). In order to decide on the most appropriate members, work with a contact person from the partnering organization(s) to select a small group of 2 to 6 people that represent each part of the organization(s) and a vertical slice of the staff levels. Although you do want a manageable number, the more diversity you have in the planning team the more you will be working in the spirit of partnership.

It can be helpful to begin the meeting with a specific agenda of "discovering" who is on the team and what gifts they bring. Some possible questions to guide this conversation are:

- What are the varieties of gifts we bring to this process?
- What are our highest hopes and learning intentions?
- How can we best support each other so that each person's excellence will shine through?

Where are we now and what should we focus on?

Identify themes that arise out of your work together to create a guide for how the partnership can be enhanced. Key to this process is understanding the different perspectives and what the information gathered from questions tells you about the partnership. Some questions to be asking the group are:

- What has been the best moment of true partnership for you in the last year?
- Besides project work, how have the partners interacted or related?
- What are the strengths that can be built on?
- What are the most important challenges from which this partnership can grow?
- What are your highest hopes and/or possibilities for the future?
- What focus should this workshop have?

Ideas that emerge may include the need for a common vision, better communication, more transparency, etc. The outcome of this session should be a clear consensus on what the objective(s) of the workshop will be and the specific outcomes that it would produce.

Designing the Specifics

Based on the chosen objective(s) for the workshop, the next task is to tailor the workshop design to meet the specific needs of this partnership. Asking and answering the following questions can facilitate part of this:

- What is a possible Title for the workshop?
- What mood or emotional tone needs to be created?
- Who would need to be involved?
- What is the ideal length of time? (What is the realistic length of time?)
- Would it be better done through a workshop or a series of shorter meetings over time?

The important issues to consider in design work are around participatory methods. How can this workshop best create a safe and creative space, which will allow maximum dialogue and learning to occur? Is the length of time right for this group of people? Does it make more sense to do a number of sessions over a month, each building on the other?

Once this has been completed take time to decide who will be on the facilitation team. Ideally this can be a mixture of people from CRS and the partnering organization(s) – but this may not always make the most sense. Perhaps it is people on the planning team – perhaps you need others with more expertise (professional trainers) for neutrality. Who will approach them, and what will their terms of reference be? As a guide, this type of participatory workshop should have two facilitators per 25 participants (and an additional person for every 10 extra participants). If the participants have strong facilitation skills, you may also want to think about places where they could assist with sessions (e.g. warm-up or devotion; in recap of the previous day; a feedback committee that meets daily with facilitators for suggestions for the next day)

Who needs to be invited and who will be responsible for this?

The participants will be determined by the design of the workshop. Think through what levels of decision-makers are needed at the event for something tangible to be implemented. Other concerns should be around ensuring representation of all stakeholders, and the diversity of voices that inform the partnership. The letter to participants is critical in setting their expectations. It might be helpful to introduce the idea of appreciative inquiry and highlight the participatory nature of the workshop as opposed to a more traditional ‘training session’.

What materials are needed?

Once the planning team has finalized the design, they need to ensure that all the material is collated. There are pieces of this that will need to be copied beforehand and given to participants (for example the handouts and exercises) but there is also ensuring that there is sufficient flipcharts, markers, masking tape, and a way to display information, index cards etc. Check for the availability of photocopying facilities for those unexpected items.

What kind of venue would accomplish the task of this workshop?

Venue is one of the most important considerations. Much of the task of creating a safe and creative space is dependent on the environment. Some guidelines are:

- Look for a venue with few distractions, a place where people will be able to focus.

* If you are using games and exercises, you will need a space that allows for this. It is often good to have an outdoor place that has grass where people will not get injured.
* There are many breakout sessions and small group work, make sure that the venue has sufficient space (inside or outside) to accommodate this.
* Is the place accessible or will the workshop organizers need to assist with transportation?

Training Room set-up

There are a number of considerations when choosing the training room. Firstly, there needs to be sufficient wall space to accommodate all the flipchart's and cards that will be used. Although not everything needs to be seen all the time, it is often helpful to have critical information posted so participants may reflect on work done to date. This could be done with one large wall in the front of the training room where two display cloths and flipchart stands can be placed.

Several smaller tables for groups of 4 – 8 people is an effective room set-up. While some people may have to turn to see the front of the room during plenary presentations, this set-up allows for important table level discussions throughout the workshop.

MODEL AGENDA

This is an example of what can be achieved with partnership work, using Appreciative Inquiry. It is a five-day process that will enable participants to fully explore the current partnership and jointly create an action plan for the future. It is appropriate for all kinds of partnerships - regardless of length of relationship or project focus. It is important to tailor this general design to meet any culturally or context specific issues through the preparation phase.

Workshop objectives:

1. To provide an opportunity for relationship-building (between organizations and individuals);
2. To provide a focused, joint inquiry into partnership with a view to enhancing and nurturing future excellence; and
3. Plan future actions to strengthen the particular partnership.

	Day 1	Day 2	Day 3	Day
AM	Welcome and Introductions Setting a Participatory Context	*Day Overview* Principles of AI Completing the Past	**Day Overview** Dreaming Partnership Breakthroughs	**Day Over** Designi Partner Archite
Lunch Break				

P M	*Energizer* ☺ Discovering our Strengths	*Energizer* New Horizons in Partnership	***Energizer*** Inter-Group Dialogue	**Energize** ☺ Crafting a of Actio

- Found in Ch. 2: Bells and Whistles ☺ - Found in Ch. 3: Appreciative Inquiry - Found in Ch. 4: Partnership dialogue

Maintaining the momentum

A group may have been selected or volunteered to continue this work of sustaining and nurturing the partnership during the 'next steps' session of the workshop. This group should have the clear focus of being "called" to this role and being willing to take the time needed to make this happen. Convene a meeting and have the group "Discover" the best gains and plans of the workshop.

- How have the agreements from the last workshop been implemented to enhance this partnership?
- What innovations or changes have occurred that you are excited about?
- What more can be done to generate excitement and commitment?
- What are the new possibilities for this partnership in the future?
- What wishes do you have and how could these be implemented?

Use inspirational games or visualizations to maintain the momentum and excitement. Remember, that the role of the team is not to become a "policing" body but rather to act as a conduit for the natural energy and excitement that exists and to encourage ongoing participation. If there are parts of the action plans that are not being implemented ask the question "Is this something that there is passion for?" It is often those things that hold no energy that fall off the table in the implementation phase.

Make sure that there is a timeline attached to each plan, with a clear sense of what this would look like when implemented. Push the group to get very specific on what they see, and how things would need to change in order to be implemented. This is often where discussion turns to organizational issues, and the necessary decision-makers that need to be brought on board. Keep people focused on what the guiding image is, and ways in which this can become reality. It is often helpful to have people write possibility statements for this section, and get a group of interested people to assist them in the action planning.

Strategic Program Plan Development

Involving partner organizations from the very beginning of SPP development is a good way of increasing partner ownership of the program and strengthening relationships. Appreciative Inquiry and the 4-D cycle is particularly well suited to the SPP cycle as it first allows CRS and partners to reflect on the successes (and challenges) of the last cycle. This allows a way to celebrate and build upon your past successes and resolve any conflicts or misunderstandings so that you do not carry then into the new program.

Partnership relationships can either make or break projects throughout a cycle. Project implementation mired in relationship tensions slow down the effectiveness and moral of everyone involved. On the other hand, good relationships can enable the project to achieve more than it expected. Therefore, it is important to monitor and nurture the relationship side of your partnership as much as you do the results you hope to achieve. Including goals and indicators for healthy and excellent partnerships and then monitoring them through reflections and discussions is a good way to build partnerships that better reflect the CRS Partnership Principles.

There is no doubt that this will take more time than carrying out the process internally and asking for partner consultation at the end. However, like any participatory program development, the quality and ownership developed form the beginning through this investment will help the program achieve higher and more sustainable results.

Involvement can either be done through a series of exercises with different stakeholders over time, or it can be done as one workshop. In a workshop the outline for the SPP Issues Paper might be developed as a result of 3-5 day retreat. (The agenda for the Partnership Retreat can be used and adapt accordingly.)

Who

Choosing who will be involved in a participatory process can be a sensitive decision. Some Country Programs do not want to involve all partners, as they are unsure of which will be involved in the next program. This decision must be made locally as best fits the program. Casting the net as widely as possible, however, will reap rich and diverse views and opinions to consider in forming a quality program. By involving partners early in the formulation, the conversations are often held at a more general level of what could be. The advantage is that the group can be narrowed to key partners as the planning turns more specific in the latter phases.

Some groups to consider involving include:

- Partners from the last cycle
- Potential partners or partners who will not participate in the next cycle
- “Problem” (or dissenting) partners
- Church officials
- Government officials
- Academics and other thought leaders

- Other PVOs or NGOs
- Private sector representatives

When

Certainly involving partners and other stakeholders from the very beginning of the SPP process would be ideal. Getting their input on the critical issues facing the country and the program greatly assists in jointly formulating a program to address those issues. It is important to describe the SPP cycle beforehand, as many partners are often not as familiar with the process as staff members.

How

The following are suggesting for using the sessions during different phases of the SPP cycle. In each case, the sessions identified can be used if modified to focus on dreams and designs for what the community or country could be, rather than on partnership.

<u>Issues Paper</u> – This is a time to reflect on the highs and lows of the last programming cycle and gain broad input into the most critical issues facing the program for the new cycle. This is an excellent time to involve a broad spectrum of partners in order to gain diverse views and opinions.

Sessions to use might include:

- *Discovering Our Strengths* ☺
- *Completing the Past* (Especially important if there have been tensions or difficulties in the last cycle. This can also be useful for increasing transparency in heavily donor involved projects, such as Title II, by articulating where the challenges lie and identifying jointly the regulations and practices that can be changed and those which cannot because of donor requirements.)
- *Dreaming Partnership Breakthroughs* ☺

<u>Pre-SPP Mission</u> – During the Pre-SPP mission, the team could meet with partners, either jointly or individually, to get their highest visions for what their community could look like and what could be accomplished jointly. Discussions would take into account the partners own dreams and plans for work independent of CRS and how the two might fit together.

Sessions to use might include:

- *Dreaming Partnership Breakthroughs* ☺
- *Understanding Power Dynamics*

<u>SPP Paper Development</u> – Once the Pre-SPP mission report is available, it should be shared with partners for their input and reflection. The contents can then be used to build toward the crafting of the SPP document. A large group meeting may be held to get input, or small inter-organizational working groups can be formed to involve people most interested in specific topics. Open Space Technology is particularly effective in harnessing the thoughts of a group (description found in reading section).
Sessions to use might include:

- *Designing a Partnership Architecture* ☺
- *Open Space Technology*

- *Crafting a Plan of Action* ☺
- *New Horizons in Partnership*
- *Principles of Partnership*
- *Partner Reflection Tool*
- *Effective Communication Skills*

☺ - Found in Ch. 3: Appreciative Inquiry - Found in Ch. 4: Partnership dialogue

Case Stories

While in Pakistan, David Leege and his staff experimented with a number of new approaches to partnership by modifying traditional program planning procedures. These experiments were recognized as highly beneficial by all concerned and resulted in greater participation by both partners and communities, significantly improved relationships, greater feelings of ownership and higher quality programming. However, they did require a significant commitment of time, training, regular communication, confidence building, patience and transparency by all concerned.

Strategic Program Plan

CRS/Pakistan went through the usual pre-SPP assessment in which several partners were consulted and several project sites visited, followed by a report. A follow-up retreat was planned during which the report was to be discussed, a Program Quality Self-Assessment (PQSA) carried out, and an analysis of critical injustices conducted. Rather than limit participation in the retreat to CRS staff, six key partners were selected to become involved. (Overall, the program had well over 100 counterparts so to choose the six key partners for the SPP retreat was difficult!)

The partners themselves participated in the PQSA. Some CRS staff members initially felt uncomfortable about this since they did not feel it was appropriate for partners to be “evaluating” the CRS program. The exercise was at times painful, but it was ultimately helpful for all concerned, and everyone made a commitment in the program quality action plan to improve on their past record. The use of Appreciative Inquiry as part of the PQSA design helpful to reduce the incidence of disagreement on certain issues and keep people focused on the bigger picture and the more positive experiences in partnership.

Several weeks after the CRS SPP retreat, several CRS/PK staff participated in Caritas Pakistan’s strategic planning workshop. The timing of the two events just several weeks apart was very helpful to both partners to take into account each other’s concerns as part of the process, and there was considerable overlap in the program areas in which both partners chose to work.

The SPP document preparation was then divided up into sections written up by several different CRS/PK staff based on the decisions over program areas, goals and objectives that had been agreed upon by staff and partners at the retreat. Ultimately, the CRS/PK

SPP was approved by CRS/Baltimore without any difficulty, and both staff as well as partners felt ownership over the final document.

Project Development & Management

Cultivating partnerships is like cultivating a garden. You tend and nurture the plants, not to have healthy plants alone, but for the fruit they will yield. Likewise, the goal of strong partnerships is to have the positive impact possible on the lives of the poor. Many of the challenges of partnership reside in the implementation of projects. This section deals with opportunities to use the contents of this guide within some specific areas of project management.

Creating an MOU

Some Country Programs find it helpful to develop a Memorandum of Understanding with partners both for their overall relationship outlining general ways of operating together, and at the project level, outlining the specific roles and responsibilities of each. In keeping with the rights and responsibilities of Catholic Social Teaching and the CRS Partnership Principles, it is important for an MOU to outline the rights and responsibilities of each party, not simply of one of the parties.

Some sessions to use might include:
- *Discovering our Strengths* ☺
- *Dreaming Partnership Breakthroughs* ☺
- *Partnership Lifecycle*
- *Partnership Reflection Tool*
- *Understanding Power Dynamics*
- *Partnership Reflection Tool*

Project Development

Once the SPP is complete and individual projects are being formulated, dialogue continues to be important. The 4-D cycle can again be used to take the dreams and designs generated from the SPP process to a deeper level of specificity and detail at the project level. (See also the section on *Working with Communities* for more ideas on project formulation.)

Some sessions to use might include:
- *Discovering our Strengths* ☺
- *Dreaming Partnership Breakthroughs* ☺
- *Designing a Partnership Architecture* ☺
- *Crafting a Plan of Action* ☺
- *Delivering and Sustaining Partnerships* ☺

Project Implementation

No matter how through the development stage, projects naturally encounter difficulties that need to be resolved. This might be with the project design or the operating framework from which it is managed.

Some sessions to use might include:

- *Discovering our Strengths* ☺
- *Dreaming Partnership Breakthroughs* ☺
- *Crafting a Plan of Action* ☺
- *Partnership Lifecycle*
- *Inter-Group Dialogue*
- *Completing the Past*
- *Effective Communication Skills*
- *Conflict Management*

Title II Projects

Due to strict donor regulations and the nature of perishable food, Title II projects are often challenging to partner relationships. While often donor or government regulations cannot be changed, openness and transparency regarding what is a CRS regulation and what is a donor regulation, what can be changed and what cannot be changed, often goes a long way to maintaining working relationships with partners. And when conflicts arise, as they are bound to, manage the conflicts in a way that respects the needs and autonomy of each party.

Some sessions that might be useful include:

- *Designing a Partnership Architecture* ☺
- *Delivering and Sustaining Partnerships* ☺
- *Partnership Lifecycle*
- *Inter-Group Dialogue*
- *Completing the Past*
- *Understanding Power Dymanics*
- *Effective Communication Skills*
- *Conflict Management*

☺ - Found in Ch. 3: Appreciative Inquiry   - Found in Ch. 4: Partnership dialogue

Case Stories

More stories form David Leege and his staff in Pakistan …

European Union Food Security Proposal

CRS/PK submits an annual proposal to the EU for its Food Security program. Previous proposals had largely been prepared in the office. When it came time to develop the new proposal for the 1999-2000 funding cycle, CRS planned a one-day brainstorming meeting with six selected partners (out of the 20 participating in the program). Partners were selected based on geographical representation as well as a mixture of church and secular affiliation. AI techniques were used to discover what people liked about the existing program and to dream about the future program. Based on the output of this brainstorming meeting, CRS developed a concept paper that was shared with all 20 partners for feedback. Finally, based on their feedback as well as peer review within CRS, a full-blown proposal was developed. The process was a lengthy one, requiring nearly four months from start to finish, but in the end, partners felt much more ownership over the new proposal, and better understood the objectives of the program, as well as CRS limitations in what it could provide based on what was in the proposal

to the donor.

Project Monitoring Visit Reports

CRS/PK staff monitored partner implementation of projects on a somewhat irregular basis due to the high number of projects and partners and the relatively small CRS staff. As a result, there was often a lack of continuity. However, to mitigate the effects of this, whenever possible staff and partners began to save some time at the end of a field visit to jointly prepare an outline of the visit report with the major recommendations. The full report would then be written back at the CRS office, and a draft shared with the partner for feedback before finalization. In this way, partners participated in the reporting process, and could provide feedback to CRS staff if they disagreed with the recommendations, prior to a final report being accepted by all parties. The written document also served as a clear roadmap to both parties that helped to bridge the "continuity gap" and served as an institutional memory by which progress could be tracked.

Working with Communities

Appreciative Inquiry approach has seen tremendous success in many parts of the world. It can be successfully combined with PRA and other participatory techniques for tremendous results. Focusing on what works in communities and what they have done for themselves in the past has an empowering effect. Focusing on problems and what is bad in the community can lead to a sense of hopelessness and helplessness. Therefore, partners may be interested in learning about AI methodology for their own work in communities. (Two case studies are included in the reading section for you to learn from their experience directly.)

As with project development, adapting the sessions in this facilitators' guide can be done easily by changing the focus questions. The following is an example of how the 4-D Cycle could look when applied to community involvement.

Discovery

The community reflects on what they have accomplished on their own, how they have worked together and what skills and resources they already have.

Session: *Discovering Our Strengths* ☺
Completing the Past

- "Tell me a time when this community worked together as a group to accomplish a goal."

Dream

The community envisions what their lives would be like in their ideal, what specifically would be in place and create an image that this is possible.

Session: *Dreaming Partnership Breakthroughs* ☺

- "Look into the future and dream of this community as it could be ideally. Describe what you see."

Design

The community examines what parts of their dream they share in common and want to make a reality. They determine what it is that needs to be done and who should be involved.

Session: *Designing a Partnership Architecture* ☺
Crafting a Plan of Action ☺
Principles of Partnership
Understanding Power Dynamics

- "Who else shares that dream and which parts do you have in common?"
- "What do you need to make that dream a reality?"

Delivery/Destiny

The community begins its work and determines how their progress will be monitored and evaluated.

Sessions: *Delivering and Sustaining Partnerships* ☺
Effective Communication Skills
Conflict Management

- "Who needs to do what?"
- "How will we work together?"

☺ - Found in Ch. 3: Appreciative Inquiry   - Found in Ch. 4: Partnership dialogue

Case Story

Here is an example of a project in Nepal that uses AI in working with communities. More reading on this project is available in the reading section.

-----Original Message-----
From: macodell@wlink.com.np [SMTP:macodell@wlink.com.np]
Sent: Monday, November 29, 1999 11:58 AM
Subject: Appreciative Inquiry and Capacity Building for CBOs/POs

In Nepal we're using AI approaches, redesigned for use in villages and local NGOs/CBOs as "APA," with very good results. We're empowering NGOs/CBOs to take charge of their own futures, to find their own strengths and resources, and to reduce or eliminate dependency on external donors.

240 local NGOs are now implementing a national USAID-funded Women's Empowerment Program (WEP) through 7,000+ local women's economic groups/CBOs and their 130,000 members in 21 Districts. The local NGOs are overseeing field implementation with a fraction of the outside resources used just a few years ago for implementing the predecessor program, a literacy program for 500,000 women working through 1100 local NGOs. Under WEP the NGOs using minimal outside support...just enough to help them monitor and supervise what's happening.

The women's economic groups are virtually 100% self-reliant. They find their own literacy volunteers to help them use WEP self-instructional materials to, first, teach every group member to read and write and do simple math. They buy these materials themselves, run their own meetings, and then proceed to become viable savings and credit groups, again using self-instructional materials. From there they work to become Village Banks working 100% from their internal accounts... their own savings... which now have reached about $1 million.. No Joke! One million US dollars in accumulated savings, $2 million in rotating loans. (USAID is investing about a million a year in this initiative, and already the women are matching that amount with their own savings... not a bad return for USAID...)

In a country with only about 20-25% female literacy, WEP groups, encouraged by the economic potential of WEP for improving their livelihoods, have brought their own literacy rates from 39% to 74% in just the first 6 mos.

Drop out rates, formerly a respectable 20-25% in the previous 'literacy-only' program, have dropped to zero. Yes, zero. Well, that's not quite correct. It's actually negative. Instead of women dropping out, they are knocking on the doors to be admitted... even though they must pay to join and save to stay. Enrollment, instead of dropping, has gone from 100,000 to 130,000 purely by spontaneous growth... and another 80,000 are in the wings, with cash in their saris, trying to gain admission.

And in human terms, a recent male Nepali Brahmin Ph.D. visiting WEP groups as part of a recent AID assessment of WEP, told me an amazing story, one I can confirm from my own 10 years in Nepali villages: "In my 30 yr. career," he told me, "I've met with thousands of village groups, hundreds of women's groups, but in all those years I have never spoken with a Muslim woman in any Nepal village. One of the WEP groups I visited as part of our sample was in a Muslim village, however. There I was sitting on the ground with a circle of veiled women around me... I wasn't optimistic, but I asked my questions anyway... part of my job as evaluator. To my utter amazement, in front of my own eyes, the veils all lifted, one by one, and the women not only answered my questions but actively debated among themselves to come up with correct answers... unabashedly discussing, even disagreeing with each other, and with me, to reach consensus in a manner that I can only say was one of real empowerment. Something amazing is going on out there. And I've never seen anything like it."

Something remarkable is going on, indeed. AI/APA is a key piece of the equation, but we're only beginning to understand the tiger in the tank here. We still have a lot to learn. Others in the AID/GEM network are trying related approaches with good results, too, in a dozen other countries.

Is anyone out there interested in joining the research effort?
Anyone want to try it elsewhere and see what happens?
Anyone have similar tales to tell about using this type of approach somewhere else?
Let us know. We're all ears.
Regards,

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Chapter 5: READINGS & RESOURCES

The following is a compendium of articles and publications to help stimulate further thinking and knowledge about the contents presented in this manual. A large percentage of the articles are available online.

A. ON-LINE RESOURCES

1. **GEM Initiative**.

A project of Case Western Reserve's Weatherhead School of Management, GEM's programs encourage and support new forms of cooperation between PVOs and NGOs and build organizational capacities that promote sustainable, long-term development. Programs target individual, organizational, inter-organizational and system-wide levels of change. GEM's journal *Global Social Innovation*, containing readings and case studies on partnership and appreciative inquiry, is available at http://www.geminitiative.org.

2. **Institute for Development Research**.

IDR provides civil society institutions with policy and comparative research, adult education and organizational development services in the fields of organizational behavior, political science and development studies. IDR reports on partnership, capacity building and civil society are available online at http://www.jsi.com/idr.

3. **International Forum on Capacity Building**.

The IFCB is a multi-stakeholder forum for Southern and Northern NGOs and donors engage in debate and innovation to shape conceptual approaches, policies and practices for capacity building interventions. The forum is a regionally based leaning initiative that responds to capacity building priorities of Southern NGOs. On-line reports available at www.ifcb-ngo.org.

4. **International NGO Training and Research Center**

INTRAC provides specially designed training, consultancy and research services to organizations involved in international development and relief. INTRAC explores NGO policy issues and strengthens NGO management and organizational effectiveness. Publications can be ordered online at www.intrac.org.

5. **Partnership Online.**

Tools and information on the processes of community participation, and building partnerships between different interests, both 'real world' and online. Found at http://www.partnerships.org.uk.

B. BOOKS AND ARTICLES

1. **African Liaison Project. *Partnership Self-Assessment Checklist*. Washington, D.C.: InterAction, 1997.**

Designed as an aid to self-assessment of PVO and NGO experience with partnership, the checklist is intended to support discussion and examination of current experience in the light of organizational goals and aspirations and encourage frank discussion of the alternatives and their costs and gains.

2. **Ashman, Darcy, and Muyoya, T. *Strengthening North-South Cooperation Conference Report.* Paper presented at the Strengthening North-South cooperation Conference, Nairobi, Kenya, June 1999.**

Reports on the conference that brought together ten partner development agencies from the US and Africa to discuss ways of improving cooperation. From the case studies presented, participants generated a list of priorities issues, developed principles, practices and action strategies for five core themes.

3. **Ashman, Darcy. S*trengthening North-South Partnerships: Addressing Structural Barriers to Mutual Influence.* Institute for Development Research, vol. 16, no. 4, 2000.**

Analyzes structural features in four cases of US PVO and African NGO partnership to explain differences in perceptions and levels of satisfaction with the partnerships. It proposes five structural changes to improve the quality and effectiveness of these development partnerships.

4. **Ashman, Darcy. *The Partnership between Nazareth Children's Center and Integrated Development (NACID) and Catholic Relief Services/Ethiopia (CRS/E*). Institute for Development Research, May 1999.**

One of a series of USAID/PVC sponsored case studies on partnerships between US PVOs and African NGOs. This case traces the evolution influences and value of the 10-year partnership between the two organizations.

5. **Brown, L. David and Darcy Ashman**. ***Social Capital, Mutual Influence and Social Learning in Intersectoral Problem-Solving in Africa and Asia.* Boston: Institute for Development Research, Volume 13.2**, **1997.**

Identifies factors associated with increasing social capacity to solve complex problems through an analysis of 13 cases of multiparty cooperation in 12 countries in Africa and Asia.

6. **Brown, L. David. *NGOs as Development Catalysts.* Boston: Institute for Development Research, Volume 9.1, 1992.**

Examines the role of NGOs as development catalysts, and identifies three kinds of catalyst roles in the activities of pioneering NGOs.

7. **Brown, L. David. *Social Learning in South–North Coalitions: Constructing Knowledge Systems Across Social Chasms.* Boston: Institute for Development Research**, **Volume 14.1.**

This paper focuses on social learning as a process that creates new perspectives and behaviors at the social system level. Indispensable for anyone interested in turning potential organizational discord into a beneficial process of social learning, the report explores how differences among members of an interorganizational network can be used to develop new knowledge and improved practice.

8. **Burke, Marshall. Partnership Manual. Atlanta: CARE. June 1997.**

The compendium of materials and tools was designed to guide CARE USA country offices in crafting and operationalizing a partnership strategy to support CARE's household livelihood security programming framework.

9. **Catholic Relief Services. *Partnership and Local Capacity Building: Foundations for a CRS Strategy.* Occasional Paper. Baltimore: January, 1999.**

This Occasional Paper explores CRS' experience with partnership and institution building. The paper includes CRS' "Principles of Partnership" and "Standards and Guidelines for Local Capacity Building", as well as suggestions for the "next steps" for refining a process set in motion in 1997.

10. **Catholic Relief Services. *Program Quality Assessment Tool*. Nairobi: 1997.**

Developed as a self-assessment tool to assist CRS Country Programs reflect on their level of program quality in their work, as defined by the agency's program quality statements.

11. **Catholic Relief Services. *Project Proposal Guidance*. Baltimore: 1999.**

CRS's tool to develop high-quality proposals that ensure application of the Justice Lens. Particular attention is given to using and adapting the tool when working with partner organizations.

12. **Christian Reformed World Relief Committee. *Partnering to Build and Measure Organizational Capacity.* Christian Reformed World Relief Committee, 1997.**

The book summarizes a three-year study between CRWRC and over 100 local partners globally of best practices in partnership and organizational capacity building. Uses Appreciative Inquiry methodology to refine approaches, tools and organizational roles.

13. **Covey, Jane G. and L. David Brown. *Forming a Multi-National Development Coalition: Diversity and Oppression in Organizational Relations.* Boston: Institute for Development Research, Volume 10.2, 1994.**

Examines a case of developing a North-South coalition and the kinds of challenges that must be solved in overcoming the problems posed by initial power differences to enable joint learning.

14. **Hope, Anne and Sally Timmel. *Training for Transformation: A Handbook for Community Workers*, vol. 1-3. Zimbabwe: Mambo Press, 1984.**

This excellent series draws from social analysis, transformative educational approach, Paulo Freire's notions of conscientization, the field of human relations and organizational development to promote community mobilization and joint action.

15. **Ingersoll, Phyllis and Jerry. *Toward Partnership in Africa: Leadership, Development Education, Field Programs*, InterAction/FAVDO 1990.**

Report of the two-year initiative between InterAction and the Forum of African Voluntary Development Organizations (FAVDO). The initiative brought together representatives of 20 InterAction agencies and 16 FAVDO agencies at leadership, program and education levels to discuss the meaning of partnership and how to most fruitfully carry it out for the benefit of the people we serve. Written in English and French.

16. **INTRAC. (1998). *Direct Funding from a Southern Perspective: Strengthening Civil Society?* Oxford, UK: INTRAC.**

The study on changing relationships between governments and NGOs in the North and South looks at direct funding from a southern perspective. The three main case studies, Bangladesh, Kenya and Peru, were carried out by southern researchers and the findings appraised by a group of NGO representatives from that country.

17. **Kinghorn, Meg. *Partnership: Becoming the Change We Want to See.* Issues Paper for the CRS World Summit. September, 2000.**

Written in preparation for CRS' World Summit, the paper advocates for a new agency role in development. It further calls for delinking the word partnership to exclusively relate to project implementation and thus expand the opportunities for partnership across borders and issues.

18. **Leach, M., Kalegaonkar, A., and Brown, L.D. *PVO Perceptions of their Cooperation with NGOs.* Boston: Institute for Development Research, 1998.**

Records the results of a study sponsored by USAID/BHR/PVC regarding cooperation between US PVOs and international NGOs. The report gives the PVO perspective on the goals, strategies, issues and implications for PVO-NGO cooperation and makes recommendations for future cooperation.

19. **Leach, Mark. *Models of Inter-Organizational Collaboration in Development.* Boston: Institute for Development Research, 1994.**

The paper identifies six alternative approaches to North-South partnership and the advantages and disadvantages of each. Implications are developed for future partnerships across the North-South boundary.

20. **Liebler, Claudia. *Getting Comfortable with Appreciative Inquiry*. <u>Global Social Innovations, A Journal of the GEM Initiative.</u> Vol. 2, issue 2, summer 1997.**

This article will be of interest to individuals just learning about Appreciative Inquiry, to practitioners who must answer similar questions, to people considering whether to move forward with an intervention, and to those who want to convince others of Appreciative Inquiry's merits.

21. **Mann, Ada Jo. *An Appreciative Inquiry Model for Building Partnerships*. <u>Global Social Innovations, A Journal of the GEM Initiative.</u> Vol. 2, issue 2, summer 1997.**

Having successfully used Appreciative inquiry in other GEM programs focusing on the factors that give life to"organizations," GEM staff believed that a similar model but one inquiring into what gives life to "partnership"- would uncover new learnings in this domain. To this end, a process previously used in GEM's organizational Excellence program was adapted for use in partnerships and became the 4-D Model:

22. **Odell, Marcia Larson, Ph.D.** ***Breaking the Mold: Unleashing the Power within, Awakening the Spirit, Mobilizing the Inner Resources of Nepali Women*. Paper Presented at an International Conference on Women's Empowerment, December 1998.**

Explains the methodology and experiences of the Women's Empowerment Program in Nepal, a project of PACT. The program combines adult literacy, numeracy and micro-enterprise skill development to support women's economic participation,

23. ***Partnerships in Crisis: collaboration Between International and Local Organizations in Disrupted Societies.* Research report produced by Woodrow Wilson School Graduate Policy Workshop 591B, Princeton University. December 15, 1999.**

The study explored partnership between international and local NGOs in disrupted states. It applies existing knowledge of partnership from traditional development settings to situations of emergency humanitarian assistance. Describes known approaches and new strategies to analyzes 5 central factors that shape partnerships in disrupted states.

24. **Sholes, Rebecca and Jane G. Covey.** ***Partners for Development: USAID and PVO/NGO Relationships*. Institute for Development Research, vol, no, 1996.**

The paper examines the patterns of USAID funding for development initiatives by Northern and Southern civil society organizations.

25. **Stuckey, Joe.** ***Partnering Tools Compendium*. Working Document. Atlanta: CARE, 1997.**

Presents a 'work in progress' of tools to select and evaluate relations with partners, based on projects the CARE's experience in two projects in Latin America.

26. **Tandon, Rajesh.** ***Civil Society, the State, and Roles of NGOs.* Boston: Institute for Development Research, Volume 8.3, 1991.**

Discusses various conceptualizations of the role of NGOs in their contemporary practice, and critiques these roles, and offers an alternative formulation.

27. **USAID,** ***New Partnerships Initiative: A Strategic Approach to Development Partnering: The NPI Resource Guide.* Report of the NPI Learning Team. Washington, D.C. U.S. Agency for International Development, 1997.** On-line at www.info.usaid.gov under publications.

Report of the NPI Learning Team to the Administrator of USAID. It brings together the results of the NPI Learning Phase in which 15 USAID Missions participated and is designed as a tool for strategic partnering.

28. **Wilmot, Timothy B.,** ***Inquiry & Innovation in the Private Voluntary Sector*****.** **Global Social Innovations, A Journal of the GEM Initiative. Vol. 1, issue 1. Summer, 1996.**

This article describes how the inquiry process leads to a large-scale re-imaging and renewal of organizational leadership, history, strategic orientation (e.g., mission, roles, vision), and relational arrangements at the team, organizational and inter-organizational levels.