

## Building Partner Relationships

This session includes:

- the benefits and challenges of building partnerships
- opportunities for developing partnership to expand project impact in the community
- strategies for forming and maintaining strategic partnerships with for-profit organizations and other segments of the community



## Types of Partnerships

<b>Communication</b>	Activity that has as its purpose sharing of information and non-material resources.
<b>Coordination</b>	Activity between two or more organizations that has as its purpose prevention of duplication of efforts and assurance of provision of service.
<b>Cooperation</b>	Activity between two agencies or sectors that aims at some integration of operations, while not sacrificing the autonomy of either party.
<b>Collaboration</b>	A mutually beneficial and well-defined relationship that involves people from different agencies or sectors of the community joining together to achieve a common goal. Usually, that goal could not be achieved as efficiently (or at all) by any individual organization. The result is a highly shared endeavor in which members eventually commit themselves as much to the common goal as to the interests of their own organizations.

## Variables that Change with Level of Partnership

Communication	Coordination	Cooperation	Collaboration
Low commitment	.....	High commitment	
Low formality	.....	High formality	
Low personal contact	.....	High personal contact	
High autonomy	.....	Low autonomy	

### Examples of Levels of Partnership

At the **communication** level, we might share information with other groups regularly to let them know what we're doing and find out what they're doing.

At the **coordination** level, we might create a joint calendar of activities so that we can coordinate events and avoid unnecessary conflict.

At the **cooperation** level, we might meet regularly to define the needs of children in our community and agree that the schools will be provided with tutors from agency A, and parent volunteers from agency B, and school nurses from agency C.

When we **collaborate**, we create a new service like a 5-day-per-week after school program with services, staff and volunteers from all of our agencies.

## What are the Benefits & Challenges of Partnerships from the Perspective of Your Organization?

**Benefits of Collaboration ...**

**Challenges of Collaboration ...**

## Rationale for Partnerships

- Coordinated planning
- Cost-effectiveness
- Expands reach of programs
- Builds and restores fabric of community
- Promotes ownership and institutionalization
  - Integrates goals
  - Increases support over the long haul with local resources
  - Evolves structures and delivery mechanisms
- Develops spokespersons for the effort
- Increases partnership opportunities
- Reduces “Lone Ranger” initiatives
- Expands the community’s ability to respond comprehensively to community needs

## **Eight Keys to Successful Partnerships**

- Trust!
- Shared Vision
- Skilled Leadership
- Process Orientation
- Cultural Diversity
- Membership-Driven Agenda
- Multiple Sectors
- Accountability

## Stages of Partnership Development

There are many useful models through which to view strategic partnerships. The key to sustaining collaborative efforts is to understand that the process of partner development takes time, energy, clarity and attention. All partners need to feel as if they are both giving and receiving in the partnership, and all must be willing to hang in through the times of tension and ambiguity to get the fruit at the end of the process.

### **Tuckman Model:**

Tuckman's model explains that as a partnership develops maturity and ability, relationships establish, and the style of leading, partnering and interacting must adapt with the evolution of the partnership and individuals within.

### **The partnership progression is:**

**F**orming  
**S**torming  
**N**orming  
**P**erforming

#### **Forming – stage 1**

High dependence on the convener for guidance and direction. Little agreement on team aims other than received from convener. Individual roles and responsibilities are unclear. Conveners must be prepared to answer lots of questions about the partnership's purpose, objectives and relationships. Processes are often ignored. Members test tolerance of system and participating organizations. A convener must be willing to both hold out images of success, while leaving room for others to shape that image.

#### **Storming – stage 2**

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Decisions don't come easily within group. Partnership members vie for position as they attempt to establish themselves in relation to other team members and the convener, who might receive challenges from team members. Clarity of purpose increases but plenty of uncertainties persist. Cliques and factions form and there may be power struggles. The team needs to be focused on its goals to avoid becoming distracted by relationships and emotional issues. Compromises may be required to enable progress. The convener role evolves to initiate coaching relationships.

## **Norming – stage 3**

Agreement and consensus begins to form among partnership members who respond well to facilitative attempts. Roles and responsibilities are generally clear and accepted. Big decisions are made by group agreement. Smaller decisions may be delegated to individuals or small teams within group. Commitment and unity is strong. Securing the structure of relationships and work frees energy for more positive activities and emotions to emerge. The team discusses and develops its processes and working style. There is general respect for shared leadership by the team. The role of the convener becomes facilitative and empowering.

## **Performing – stage 4**

The partnership is more strategically aware; the team knows clearly what it is doing and why. The team has a shared vision and is able to stand on its own feet with little need for an assumed role of leader. There is a focus on over-achieving goals, and the team makes most of the decisions using criteria agreed amongst the membership. The team has a high degree of autonomy. Disagreements may occur but now they are resolved within the team positively and necessary changes to processes and structure are made by the team. The team is able to work towards achieving the goal, and attend to relationship, style and process issues along the way. Team members look after each other. The team responds effectively to delegated tasks/projects.

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## Stages of Partnership Development

[Adapted from Team Technologies]

### Characteristics of Each Stage

	<b>Forming</b>	<b>Storming</b>	<b>Norming</b>	<b>Performing</b>
<b>Focus</b>	Own Needs	Others Issues	Rules & Processes	Collective Results
<b>Trust</b>	Assess partners	Trust Authority	Trust the Processes	Trust the People
<b>Relationships</b>	Surface/Collegial	Positioning/Conflict	Cautious	Productive
<b>Feedback</b>	Covert	Overt	Constructive	Fluid/Reciprocal
<b>Decision making</b>	Fragmented	Tense	Careful	Natural
<b>Role understanding</b>	Unclear	Ambiguous	Clear	Intuitive
<b>Products</b>	Individual	Incomplete	Risk Averse	Innovative
<b>Knowledge Transfer</b>	Strategic	Clipped	By the Book	Free Flowing
<b>Performance</b>	Individual Effort	Low Output	Consistent	High Quality Results

In your experience, where have you found the greatest challenges in moving partnerships forward successfully?

What might you do as a collaborative partner to support movement to the next stage?

## Growing Collaborative Leadership

### Traditional Leadership Model

Traditional Roles	Traditional Skills
Knower	Be the <b>Expert</b> and define the parameters of the box.
Teller	<b>Spell out</b> the goal and the means to achieve it
Corrector	<ul style="list-style-type: none"><li>• <b>target</b> problems</li><li>• <b>challenge</b> mistakes</li><li>• <b>correct issues</b></li></ul>

What impact does applying traditional leadership have in the context of working with students?

## Growing Collaborative Leadership

### Emerging Leadership Model

[Adapted from the work of Peter Senge]

New Roles	New Skills
Developer	<b>support</b> articulation of a shared vision
Steward	<b>motivate and inspire</b> participation with, and support for collaborative vision, mission and people of the organization
Facilitator	<ul style="list-style-type: none"><li>• <b>generate</b> varied alternatives</li><li>• <b>engender safety to examine assumptions and welcome change</b></li><li>• <b>encourage</b> relational thinking</li></ul>

What impact does applying this emerging leadership model have in the context of working with students?

How can you assist community organizations in making the transition from the traditional to emerging leadership model when working with students?

## Why be Strategic?

**STRATEGY** – a carefully devised plan of action to achieve a goal or the art of developing or carrying out such a plan.

A strategy:

- defines the outcome or objective an organization is attempting to achieve
- produces the implementation steps used to achieve the objectives
- determines the range of activities that will be used to meet organizational goals

The formulation of strategy requires a fit among:

- The opportunities in the external environment
- The strengths and weaknesses of the organization
- The personal values of the key implementers
- The broader societal expectations of the organization

To begin thinking strategically about your current relationships and partnership opportunities, consider the questions on the following page...

## Questions to Consider for Strategic Partners

- How does the potential partner's mission align with ours?
- What is the potential partner's role in the community? Whom does it serve?
- How do the programming, services and products of our two organizations complement one another?
- What are the resources (people, money, expertise, relationships, facilities) and the gaps that each organization brings to the table?
- What new opportunities become possible by combining forces?
- What are any potential risks or conflicts in partnering with the organization?

## What You Bring to the Table

Example:

<b>STRENGTHS</b>	<b>CHALLENGES</b>
Strong leadership	Small staff
Monthly newsletter	Lack of funding
Positive image	Lack of volunteers

What do you bring to the table?

<b>STRENGTHS</b>	<b>CHALLENGES</b>

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## Identifying Strategic Partners

- Write down a goal or activity that you want to work with other organizations to achieve. Think about including other national service programs (e.g. Senior Corps, AmeriCorps).

- What could be the contributions of each partner organization?
- What opportunities—or challenges—are there for forming a partnership?

Organization	Contributions and Other Benefits	Opportunities and Challenges
Local Civic Organization (Rotary International)	Service-Learning placement, Donations, Business Acumen, Sponsorship	Reach a broad segment of the business population. Tend to have pet projects, might be difficult to integrate students or engage in new effort.

## **Opportunities and Challenges of Partnering with Businesses in Your Community**

**Opportunities of Partnering ...**

**Challenges for Partnering ...**

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## Hidden Prospects

Sometimes for-profit organizations could provide support in unusual ways, such as inclusion in monthly billing statements, or telling your story in their employee newsletter. Use your stakeholders to brainstorm other possibilities.

Questions to Ask	Possible Prospects	What to Request
What businesses have customers here, but do not have offices?	Utility Company	
	Phone Company	
	Insurance Company	
What kinds of businesses sell services or products to our neighbors and need our patronage?	Trade Unions	
	Media: TV, print, radio stations	
	Largest Employer	
	Banks	
What kinds of commercial enterprises benefit from student engagement?	Construction and equipment companies	
	Tourist Industries	
	Transport -- rail, trucking, ports, etc.	
	Other?	

## Concrete Strategies: Partner Development Action Sheet

Identify concrete actions you could take within the next month that would produce the greatest movement toward increased strategic partnerships.

**Overall Vision/Goal for the partnership (state concrete, measurable results):**

**Action Timeline (by when would you like to have reached your goal):** \_\_\_\_\_

Partnership Action Item	Goal of Action	Stakeholders to be engaged	Action steps or information needed to initiate action?	By when?
Example: Partner with said organization on an event to raise funds and awareness to support service-learning programming.	Example: Demonstrate collaboration with defined timeline and tangible results.	Within and beyond the primary partner organizations.	Example: Set brainstorming meeting with key stakeholders to identify potential events.	



## **Practical Steps to Guide Planning and Implementation of Service-Learning Programs and Partnerships**

The following information was developed by:

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## Service-Learning: Power & Practice

As educators work with their communities to improve the effectiveness of their schools and districts, they often paint a picture of active, involved students becoming informed and responsible citizens.

Service-learning can bring that picture to life. Service-learning has the potential for enlivening teaching and learning, providing authentic applications for core curriculum, and teaching the skills and attitudes of active citizenship. Service learning can also enable communities to become powerful co-educators with classroom teachers. The majority of schools and school districts which have exemplary programs

- provide a strong variety of service experiences
- view youth as resources to their schools and communities
- ensure significant links between the curriculum and the service experience
- create partnerships which are beneficial to both the student and the community partner

When administrators, teachers, parents, students and community members realize that young people are valuable resources, the role youth play can dramatically improve the culture of the school. This change needs considerable vision and thoughtful support.

### Service-Learning Is:

- Youth providing leadership from the district's technology program by testing and refining software and installing a complex wiring system
- Civics students helping new immigrants pass their citizenship tests
- Second graders writing stories which are included in literacy packets for new mothers

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- Students using their computer and history skills to produce “history boxes” for local museums
- Middle school students developing a bird sanctuary and providing Audubon Society tours as they study birds and migration
- Industrial design students building a wheelchair for an 18-month-old child with multiple sclerosis

## Service-Learning Is Effective Teaching

By involving students in hands-on learning, problem solving, and applications of academic knowledge in real settings, service-learning can increase students’ academic achievement in challenging subjects. When we enrich students’ experiences with service activities that enable them to make valued contributions to the community, we can also create a sense of engagement that enhances a student’s motivation to complete school.

*-Richard Riley, former Secretary, U.S. Department of Education*

## Learning Pyramid

Effective learning relies upon knowledge construction more than knowledge transfer. Understanding relies upon using knowledge and reflecting on experience. Abstract knowledge which remains inert soon evaporates.



























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<p>Service-learning projects at community agency</p>	<ul style="list-style-type: none"> <li>• Health class plans a month of menus with nutritional breakdowns and cooks meals.</li> <li>• Child development students plan and implement child mentoring, tutoring and activities.</li> <li>• Students interview shelter residents to determine what services are needed vs. received, then provide a report and recommendations to agency.</li> </ul>	<p>Above benefits, plus:</p> <ul style="list-style-type: none"> <li>• <b>For shelter:</b> Service provided to more families. Parents and children benefit. More community members understand the needs of the shelter and its clients.</li> <li>• <b>For students:</b> Students are able to use classroom skills in a way that helps others. Students gain a sense of contribution and personal efficacy. Students develop personal relationships with people “different” than themselves.</li> </ul>	<ul style="list-style-type: none"> <li>• Shelter and school staff need to work together to identify the need.</li> <li>• School and agency schedules need to be aligned.</li> <li>• Transportation/site supervision and liability</li> <li>• Teacher needs to connect service activity to classroom curriculum building the skills needed for the project.</li> </ul>
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<p>Service-learning completed in community</p>	<ul style="list-style-type: none"> <li>• Students provide energy audits for real estate office.</li> <li>• Students provide recycling consultation.</li> <li>• Students produce bilingual materials so businesses can reach new clients.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>For business:</b> Able to implement energy savings plan and recycle office supplies.</li> <li>• <b>For students:</b> Able to apply chemistry, math and physics skills to community project. Apply computer presentation skills reporting on results of survey. Understand business perspective on conservation.</li> </ul>	<ul style="list-style-type: none"> <li>• Business and school need to define project possibilities and constraints.</li> <li>• Teachers need to prepare students to be efficient and appropriate for setting.</li> <li>• On-site supervision.</li> <li>• Transportation needs to be arranged.</li> <li>• Be sure students are not displacing workers.</li> </ul>
<p>Service-learning completed in school</p>	<ul style="list-style-type: none"> <li>• Real estate: Students in marketing class receive assistance from real estate brokers as they develop a community education program on housing issues.</li> <li>• Hospital: Students in industrial design class build a wheelchair for a child with MS.</li> <li>• Utility: High school drama students plan, provide conservation assemblies for elementary students.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>For business:</b> New services are provided. Youth understand the role business plays in the community.</li> <li>• <b>For students:</b> Classroom learning is enlivened through application. Positive PR for youth and school.</li> <li>• <b>For school:</b> Fewer transportation / liability costs. Logistically easier to handle.</li> </ul>	<ul style="list-style-type: none"> <li>• Business and school must collaborate to develop projects that are challenging and linked to curriculum.</li> <li>• Teacher provides direct supervision of students.</li> <li>• Business provides technical assistance to students as they work on the project.</li> </ul>

























